

Faculty Handbook 08.15.08

For questions or concerns, please call The Office of the provost: 928-523-2230. This document is available on-line: home.nau.edu/provost/faculty_info.asp

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1. UNIVERSITY OVERVIEW

Founded in 1899, Northern Arizona University is a community committed to the themes of *teaching as learning, research as innovation, and service as shared leadership.*

1.1 **State of Arizona Five-Year Strategic Plan FY 2008-2012**

This section contains information on the Northern Arizona University Five-Year Strategic Plan which can be accessed in its entirety from this web page: <http://www4.nau.edu/pair/> (select “University Strategic Planning”).

Mission

To provide an outstanding undergraduate residential education strengthened by research, graduate and professional programs and sophisticated methods of distance delivery.

Our Values

Excellence in Education	Offer a rigorous, high quality education to all students
Student Success	Place learner needs at the center of our academic and service planning, policies, and programs
Educational Access	Provide all qualified students with access to higher education
Diversity	Achieve multicultural understanding as a priority of educational and civic life
Integrity	Operate with fairness, honesty, and the highest ethical standards to sustain a community of trust
Civility	Support a civil, engaging, and respectful campus climate

Northern Arizona University Strategic Goals

- Learning-centered University – Be a learning-centered university with a deep commitment to student success and high expectations for student achievement.
- Student Access, Learning, Persistence, and Affordability – Provide responsive educational programs to Arizona citizens wherever they live and work.
- Sustainability and Stewardship of Place – Elevate the environmental, economic, social, and cultural vitality of our communities through collaborative stewardship of place.
- Global Engagement – Advance the internationalization of the university to prepare students for global citizenship.
- A Culture of Inclusion, Civility, and Respect – Create a culture of inclusion that contributes to a rich learning experience and helps prepare students for engaged social responsiveness in a global environment.
- A commitment to Native Americans – Become the nation’s leading university serving Native Americans.
- Innovative, Effective, and Accountable Practices – Exemplify an innovative, effective, and accountable learning community.

The expanded version of the Five-Year Strategic Plan for Northern Arizona University can be found at this web page:

www4.nau.edu/pair/UniversityPlanning/UniversityPlanning.asp

1.2 Institutional Description

Classified by the Carnegie Foundation as Doctoral/Research Intensive, Northern Arizona University is a large, comprehensive, doctoral, high undergraduate, primarily residential university with a high level of research activity. The University enrolls over 20,000 undergraduate and graduate students on its main Flagstaff campus, Yuma campus, and through its distance education programs. The University offers 95 baccalaureate, 47 masters, and 8 doctoral degree programs in arts, sciences, and professions, including 21 accredited professional degrees and many certification programs. Over 70 of these are delivered to students at 30+ sites located throughout the state and through Northern Arizona University's online "campus."

1.3 University Organization

Northern Arizona University is governed by the Arizona Board of Regents which consists of the Governor of the State, the State Superintendent of Public Instruction, both ex-officio, and eight resident citizens of the state appointed by the Governor, by and with the consent of the Senate. This Board, acting under the constitution and laws of the State of Arizona, is the governing body of the University. For a listing of the Board's functions see A.R.S. 15-725.

The University President

As defined by the Arizona Board of Regents, the president shall mean the president of the appropriate university or the president's designated representative, and the Administrative director of the central staff. For an organizational chart refer to the following web page: <http://home.nau.edu/president/> and select "Campus Leadership".

President's Cabinet

The President's Cabinet serves in an advisory capacity to the president. The cabinet is composed of senior leadership from the academic and administrative units on campus. For a listing of Vice Presidents and other members of the Cabinet, refer to the following web page <http://home.nau.edu/president/> and select "President's Cabinet".

Provost and Vice President for Academic Affairs

The Provost is the Vice President for Academic Affairs and Chief Academic officer of the university. The following Academic Officers report to the provost:

Academic Officers

- Associate Provost for Academic Administration
- Vice Provost for Academic Personnel
- Vice Provost for International Education
- Vice Provost for Academic Affairs
- Dean, Graduate College
- Dean, College of Arts and Letters
- Dean, The W. A. Franke College of Business
- Dean, College of Engineering, Forestry and Natural Sciences
- Executive Dean, College of Health and Human Services
- Dean, College of Social and Behavioral Sciences
- Dean, College of Education
- Dean, Distance Learning
- Dean and University Librarian

1.4 Academic Organization

The Academic Affairs division of the university consists of the following six academic colleges, a Graduate College and Cline Library:

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- [Cline Library](#)
- [College of Arts & Letters](#)
- [The W. A. Franke College of Business](#)
- [College of Education](#)
- [College of Engineering, Forestry and Natural Sciences](#)
- [College of Health & Human Services](#)
- [College of Social & Behavioral Sciences](#)
- [Graduate College](#)

1.5 Faculty Organization

As defined by the Faculty Constitution, the Faculty shall consist of employees of the University holding the ranks of professor, associate professor, assistant professor, instructor, principal lecturer, senior lecturer, lecturer, and part-time faculty teaching a minimum of 12 credit hours of course work in each of the three preceding years, clinical and practice faculty meeting these ranks or teaching requirements, and full-time librarians holding academic professional rank.

[From the Constitution of the Faculty, Northern Arizona University approved by the Board of Regents on February 25, 2002. Refer to the Faculty Senate homepage at: home.nau.edu/facultysenate/default.asp

1.5.1 Role of the Faculty

As the most durable and stable of the constituencies immediately involved with the operation of the institution, the Faculty is the primary trustee of academic freedom and the other traditional values of the University. The power to initiate, review, formulate, recommend enactment of, and oversee policy and procedures in the areas identified in the Constitution of the Faculty (Section 1.2.1) rests with the Faculty. These powers and duties must be exercised in accordance with the laws and constitutions of the United States and Arizona, the Arizona Board of Regents, and the policies of Northern Arizona University.

1.5.2 Faculty Senate

Purpose: The General Faculty shall exercise its powers through the Faculty Senate of the University, hereinafter referred to as “the Senate.” The Senate is the highest legislative, representative assembly of the Faculty and is subject to its review.

Membership. The Senate consists of members elected from and by the Faculty and the Officers of the Faculty Senate as specified in the *Constitution of the Faculty*, Section 2.1.

Relationship to the Faculty. The Senate provides a forum for free discussion, decision-making, and independent statements of Faculty concerns and judgment. It is also the main vehicle through which the Faculty discharges its role in shared governance at the University, within the scope of its authority as established by Arizona law and the policies of the Arizona Board of Regents. Whenever the Senate is acting within its province as herein designated, its actions shall be effective without further approval by the Faculty. Its actions shall be subject to appeal and review by the Faculty in accordance with the *Constitution of the Faculty*, Section 1.6 and the relevant sections of the Bylaws.

Consideration of Issues. The General Faculty shall consider such policy matters as are brought before it by the Senate. Faculty may bring issues of concern to the Senate through their representatives or by a petition signed by twenty-five (25) faculty members as defined in the *Constitution of the Faculty*, Section 4.2.

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Role of the Faculty Senate: The Faculty Senate normally functions as the forum for faculty deliberation and consent in the introduction, approval, or revision of all academic policy in any matter concerning the governance structures it sponsors directly, in the form of Faculty Senate committees or in the university committees it oversees, including those defined by the *Conditions of Faculty Service* or described elsewhere in the *Faculty Handbook*.

Governance Responsibilities. The Faculty Senate must approve any new policies, changes, amendments, or additions to University governance structures or committees described in the Faculty Handbook in any area affecting:

- policy where the faculty exercise primary responsibility, including undergraduate and graduate curriculum, program design or academic and research policies;
- policy where faculty exercise shared governance in matters related to university mission or internal governance; and
- policy where faculty exercise shared governance, including hiring, promotion, annual review, retention, grievance, long-range planning and budgeting, or University organization.

To these ends, the Senate:

- formulates, recommends, and oversees policies and procedures related to faculty rights and responsibilities;
- carries out binding votes on issues related to curriculum and climate put to it by faculty committees;
- establishes appropriate standing committees and ad hoc committees as necessary to perform its functions in the broad areas enumerated in the *Constitution of the Faculty*, Section 3.2.1;
- advises the administration and the Arizona Board of Regents to provide them with its collective wisdom and experience;
- promotes communication between faculty, administration, staff, and students of the University.

Procedures. All procedural decisions, guidelines and clarifying statements necessary for the Senate's internal organization and functions shall be described in the "Bylaws of the Faculty." [From the Constitution of the Faculty -- See home.nau.edu/facultysenate/]

2. ACADEMIC AFFAIRS ORGANIZATIONAL STRUCTURE

The residential university community consists of colleges, centers and institutes, schools and departments, supported by such other offices, services, institutes, and functions as may receive the approval of the President and Regents.

2.1 Academic Affairs

The Provost is the vice president for academic affairs and the chief academic officer of the university. Units authorized to offer instruction are within the division of Academic Affairs. Academic officers that report to the provost are listed in section 1.3 of this document. An organizational chart and contact information for the provost and reporting lines can be found on the following web page: home.nau.edu/provost/ (select "Provost's Staff" in the upper right corner of the web page).

The following Associate and Vice Provosts report to the Academic Affairs division:

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Associate Provost for Academic Administration (see section 2.2)
Vice Provost for Academic Personnel (see section 2.3)
Vice Provost for International Initiatives (see section 2.4)
Vice Provost for Academic Affairs (see section 2.7)

2.2 Academic Administration

The Associate Provost for Academic Administration provides oversight for the following:

- Academic Information Office www4.nau.edu/aio/:
 - Academic Catalog
 - Course Catalog
 - Degree Progress
 - Schedule of Classes
 - Transfer Articulation
- Academic Standards Committee
- Army and Air Force ROTC
- Articulation with Community Colleges
- Commencement
- Instructional Fees – class and program
- Legislative Internships
- Space Planning and Space Utilization Committee
- Summer Sessions
- Western Undergraduate Exchange

For additional information, refer to: www2.nau.edu/academicadmin/

2.3 Academic Personnel

The Vice Provost for Academic Personnel provides oversight for all faculty and academic professional practices as well as the Faculty Development program and the Ombuds program.

New Faculty/Academic Professionals should refer to the following new hire checklists for important information concerning payroll, benefits and the steps required to transition to the university: hr.nau.edu/m/content/view/901/594/

2.4 Center for International Education

The Vice Provost for International Education provides leadership for the Center for International Education which provides administrative direction and assistance for all aspects of the university's internationalization plan. The Center assists all departments in support of international faculty development opportunities in teaching, research, and public service. For additional information and resources, please refer to the following web page: cie.nau.edu/ or call (928) 523-2409.

2.5 Distance Learning

NAU maintains campuses throughout Arizona that offer numerous alternatives to the traditional learning experience including evening, weekend and accelerated classes. Distance Learning academic programs serve the educational needs and interests of students outside the Flagstaff area. The university provides a variety of services at locations throughout the state and online. Services will be made available, when possible, through Statewide Academic Programs www.distance.nau.edu/?MAINNAU and requests should be directed to that office.

2.6 NAU-Yuma

Recognition of the previously educationally under-serviced region of the Lower Colorado River Region prompted NAU to enter into an agreement with Arizona Western College in 1988 to create NAU-Yuma www.nau.edu/nauyuma/. This program made it possible for qualified students to receive selected undergraduate or graduate degrees on site in Yuma from NAU. Recognizing the success of this partnership, the Arizona Board of Regents unanimously approved designation of branch campus status to the Yuma campus of NAU on September 28, 2006. The designation will allow NAU to build programming and resources on the Yuma campus in response to needs of the growing local area communities.

2.7 Undergraduate Studies

The Office of the Vice Provost for Academic Affairs at Northern Arizona University provides oversight for programs and initiatives designed to help students acquire the knowledge and skills essential for their future, regardless of their major, career path, or individual goals. The aim of undergraduate education is to ensure that students succeed, and the Office of the Vice Provost for Academic Affairs is dedicated to that goal. Academic and co-curricular programs, advising and career planning, course linked academic support, interdisciplinary initiatives advanced through undergraduate studies work together with college programs to create a challenging and supportive learning environment in which all students can flourish.

The Office of the Vice Provost for Academic Affairs also oversees institutional accreditation, academic program review, specialized program accreditation, assessment of student learning through the Office of Academic Assessment and university-wide instructional planning. In addition, the Vice Provost oversees the e-Learning Center which promotes the use of technology for student learning and the design of electronic and blended learning environments.

The following programs are housed within the division of the Vice Provost for Academic Affairs. Additional information on the programs can be found on this web page www2.nau.edu/~d-ugstdy/ or by calling 523-1580:

- Academic Assessment
- Academic Transition Programs
- Bachelor of Applied Science
- Course Linked Academic Support
- E-Learning Center
- First Year Seminar
- Gateway Advising Center
- Interdisciplinary Studies
- Liberal Studies Program
- Seven Revolutions Project
- Summer Reading Program
- University Honors Program

2.7.1 University Honors Program

Reporting to the Vice Provost for Academic Affairs, the University Honors Program offers an alternative program of study for completion of an undergraduate student's liberal studies requirement. This program is designed to meet the needs of academically successful students. Honors courses are taught by NAU's top faculty in small, seminar-style classes that encourage discussion and independent thinking. Honors classes are reading and writing intensive and often interdisciplinary in nature.

Requirements for completion of honors liberal studies can be found in the NAU Undergraduate Catalog. Honors students receive dual advising from a major advisor for determining the appropriate major and minor course of study, as well as an honors advisor to address the student's liberal studies needs. Students who successfully complete the Honors Program are eligible to wear distinctive regalia at graduation, receive a specially embossed diploma, and have "With Honors" on their transcripts.

3. SERVICES AND SUPPORT UNITS

This section contains information on university services and support units which may be of interest to faculty.

3.1 Academic Assessment, Office of (OAA)

The Office of Academic Assessment (OAA) at Northern Arizona University seeks to support quality student learning and to foster excellence in educational practices by establishing and maintaining a culture of assessment and improvement at the course, program, and institutional levels. The basic premise of OAA is, "Assessment for improving student learning." Refer to this web page for additional information:

www4.nau.edu/assessment/

3.2 Articulation with Community Colleges

NAU is part of a statewide articulation system including all state-supported universities and community colleges that is committed to promoting seamless transfer for students from community colleges to the state-supported universities. Known as the Arizona Transfer Articulation Support System (ATASS), the system includes 40 discipline-specific articulation task forces (ATFs) in addition to the General Education ATF, Academic Advising ATF, and Admissions and Records ATF. It also includes a course applicability system (AZCAS) which provides the technical environment for the Course Equivalency Guide (CEG), the on-line Arizona Course Evaluation Tracking System (ACETS), a data warehouse (ASSIST) of information on students who transfer from a community college to a university, and the Academic Curriculum Review and Evaluation System (ACRES). The system is supported by the Arizona Transfer Articulation Committee (ATAC) comprised of curriculum/articulation specialists from each participating institution, and managed by the Academic Program Articulation Steering Committee (APASC) composed of representatives from community colleges and universities. For additional information on transfer credit evaluation, refer to the following web page <http://www4.nau.edu/aio/Articulation/StudentsPage.htm> and use the index to locate "transfer".

3.3 Affirmative Action

The Office of Affirmative Action and Equal Opportunity (AA/EO) provides services and training to the university community in the areas of affirmative action planning and reporting, the faculty and academic professional hiring process, harassment and discrimination prevention and complaint investigation in accordance with the Safe Working and Learning Environment Policy (SWALE), university compliance with laws relating to individuals with disabilities and veterans, accessibility issues, and disability and religious workplace accommodations. The office provides informal and formal consultations, guidance and complaint resolution options. AA/EO also provides training and education to the NAU community to enhance appreciation of the benefits of diversity, and supports the university's mission and goals in this regard. Refer to the following web page for additional information: home.nau.edu/diversity/

3.4 Bookstore

The bookstore offers a wide variety of products and services including a large collection of NAU faculty published works and the only authorized Apple® sales and service center in northern Arizona. The following benefits and services are available to NAU employees with an NAU ID card:

- discounts on regularly priced general books and textbooks
- discounts on clothing, gifts, and supplies
- publisher contact information for desk copy assistance to faculty or departments
- special orders for customized products ranging from pencils to pennants (call and ask for quotes or refer to the web page listed below)
- assistance with literary events through the Tradebook department
- textbook adoptions (see schedule below) are available through the online eDoption system (see web page listed below)
- course packs - compiling and publishing of customized course materials can be arranged through the text manager at 523-6672

Textbook Adoptions

Keeping the costs down for textbook adoptions is as simple as planning ahead to meet the the following deadlines for each session:

Summer	March 15 th
Fall	April 1 st
Winter and Spring	October 15

NOTE: Adoptions are needed for all classes whether online, ITV or Mountain Campus.

Refer to the following web page for additional information: www.nau.edu/bookstore

3.5 Campus Recreation Services

Campus Recreation Services is located in Building 25 on the northeast edge of campus on South San Francisco Street. The Recreation Center and the Wall Aquatic Center offer a variety of recreational opportunities for NAU students, alumni, faculty, and staff members.

The Recreation Center offers a fully equipped weight room, two court basketball/volleyball gymnasium, five glass-back racquetball courts, an aerobic/dance studio, indoor climbing wall, golf simulator, locker rooms with dry saunas, and conference rooms for meetings, classes, seminars or activities. Additionally, this facility serves as the main office for Campus Recreation Services and houses our Fitness/Wellness, Intramural, Sports Clubs, Outdoor Adventures and summer youth program offices.

The Wall Aquatic Center offers an Olympic-size pool, complete with eight 50-meter lanes, two 1-meter and two 3-meter diving boards, underwater viewing and filming windows, and state-of-the-art aquatics technology. There is also an instruction/therapy shallow area, a weight room and classroom. Swimming and scuba diving classes are also available at the Aquatic Center.

For additional information refer to this web page: www4.nau.edu/naurec/

3.6 Class-Linked Academic Support

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The Class-Linked Academic Support program promotes coordinated efforts among academic units, faculty and students by linking academic support programs to courses to increase student success through supplemental instruction (SI).

One of the major formal mechanisms for providing academic support to students in classes at Northern Arizona University has been, and continues to be, supplemental instruction. This is an internationally-used model of academic support that has demonstrated success for over thirty years in helping students in courses that are identified as having consistently high failure and attrition rates. Supplemental instruction deploys undergraduate students with prior success in the targeted courses as SI Leaders, who facilitate group learning activities. SI Leaders undergo training in providing content knowledge and study skills to other students in the course, and they attend all formal course presentations by the professor. Leaders also meet with the professor in charge of the course on a weekly basis to discuss strategies for student support. SI sessions are provided to students on a voluntary basis 3-4 times a week. SI Leaders are paid a stipend for their commitment of ~10 hours/week, and they also benefit by development of their leadership skills with peers. Students who attend SI sessions achieve an average grade in these courses of 0.25-0.5 grade point higher as compared to students not attending SI sessions, and their retention rate is higher. Studies of student motivation indicate that it is the intervention of SI sessions that contributes to the higher level of student success among participants. For more information on SI, visit the web page at: home.nau.edu/edsup/lac/what_is_si.asp

Other efforts to increase student success include recitation sections led by faculty, tutoring by qualified students at the Learning Assistance Center, course coordination for multiple sections of large courses, placement strategies for students into courses at the appropriate level, in-class group study for large enrollment courses, and combinations of these and other strategies. Class-Linked Academic Support endeavors to identify resources to support these efforts, evaluate their effectiveness, and encourage their application in appropriate courses. Faculty are encouraged to bring suggestions for increasing student success to the Director of Class-Linked Academic Support.

3.7 Cline Library

In an age characterized by rapid changes in scholarly communications, the Cline Library welcomes the challenge of meeting the teaching, learning, and research needs of the students, faculty and staff.

Cline Library staff can assist with electronic reserves, course and research resources, and development of assignments. To view a complete list of links to services available for faculty and to locate a college Resource Specialist Team member, refer to this web page: library.nau.edu/course/facultyservices.html

The Library's web page www.nau.edu/library serves as a gateway to resources and services including e-books, e-journals, media, print collections, document and cable channel delivery and the Colorado Plateau Digital Archives.

At Cline Library, services include wireless connectivity, assistive technologies, multimedia production computers, and media screening rooms. The Library also houses a 400 seat Assembly Hall, and the Scholar's Corner Café.

3.8 Center for International Education (CIE)

The Center for International Education is charged with providing leadership in the development and execution of the university's strategic plan for the internationalization of the campus and the curriculum. In this regard, the CIE provides direct support to

colleges, schools, departments and other university programs in strengthening the academic infrastructure for international education, in supporting faculty development opportunities through international teaching and research and by developing and nurturing relationships with partner universities and organizations overseas.

The Center provides services to international students and visiting scholars, manages the recruitment and admission of international students, and provides extensive support to NAU students seeking study abroad opportunities. The Center for International Education sees its mission as working to prepare NAU graduates for global citizenship. For additional information refer to this web page: cie.nau.edu/ or call 928-523-2409.

3.9 Committees & Councils

This section contains a list of institutional committees and councils normally of interest to faculty.

Academic Standards Committee

This is a Faculty Senate Committee which recommends policy with respect to all general and special academic policies, standards, procedures, and scholastic regulations, and continuously reevaluates such standards and policies to assure that appropriate academic standards prevail. The committee also hears and acts on requests from students regarding waiver of any university policies. The Academic Standards Committee recommends policy with respect to all general and special policies, standards, and procedures concerning admissions and scholastic regulations, and continuously re-evaluates such standards and policies to assure that high academic standards prevail. For additional information, refer to www2.nau.edu/academicadmin/ASCindex.html

Administrative Computing (Steering Committee for)

The steering committee reports to the president. It focuses on all aspects of administrative computing and information technology relating to NAU's student, employee, and financial administrative applications and systems. For additional information, refer to www4.nau.edu/scac/SCACMain.htm

Admissions Review Committee

This committee reviews case files of new students who do not meet the undergraduate admissions standards as established by the Arizona Board of Regents. The committee also makes recommendations regarding the collection of additional documents for admission decisions and then makes decisions regarding the admission status.

Animal Care and Use Committee

The Institutional Animal Care and Use Committee helps all researchers at the university comply with federal regulations that govern the use of animals in research or education, including the Animal Welfare Act (AWA), the United States Department of Agriculture (USDA) Policies, the Guide for the Care and Use of Laboratory Animals (NIH), and OSHA and EPA regulations. A main purpose of the IACUC committee is to ensure animals are only used humanely and investigators must describe everything the animal will experience in the protocol, as described in the federal laws and policies. The committee sets additional policies and operating procedures to address welfare concerns specific to the research programs on campus. For additional information, refer to www.orc.nau.edu/

Assessment (University)

This is a Faculty Senate committee which determines how the assessment of educational (student learning) outcomes can strengthen the University and enhance its accountability. The committee provides the University-wide perspective on student assessment as carried out in undergraduate and graduate degree programs delivered both on and off campus.

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The committee provides oversight, identifies key issues, develops recommendations, and develops policies with respect to institution-wide assessment of student learning. It also identifies gaps in assessment information; recommends changes in assessment processes; reviews the usefulness of assessment strategies, reporting strategies and feedback processes; and ensures that assessment data is used to inform decision-making at NAU. The committee maintains close communications with the Faculty Senate, the Office of Academic Assessment, and other appropriate NAU committees, administrative bodies, and academic units. For additional information, refer to the following web page: <http://www4.nau.edu/assessment/>

Biosafety Committee (Institutional)

Research and instructional activities involving recombinant DNA molecules in any format, biological agents (viruses, bacteria, fungi, rickettsia, prions), acute toxins and transgenic animals must be reviewed and approved by the Northern Arizona University Institutional Biosafety Committee (IBC) in advance of initiation to insure compliance with federal guidelines promulgated by the National Institutes of Health (NIH), Centers for Disease Control (CDC) and the Public Health Service. The Director of the Office of Regulatory Compliance can provide guidance and is the executive secretary for the NAU IBC. The registration submission forms for the IBC are located on the Regulatory Compliance web page at www.orc.nau.edu/biosafety.html

Campus Safety Committee

The primary purpose of this committee is to review recommendations presented to administration and/or departments concerning safety and security hazards. The Campus Safety Committee formulates safety and security policies that compliment the present and future needs of the University. This committee also reviews recent incidents/ accidents for root cause and provides recommendations to prevent future occurrences. The NAU Safety Policy is the responsibility of this committee which is then submitted to the president for approval. For additional information, contact the Office of Regulatory Compliance at 523-7268.

Curriculum Committee (University)

This is a Faculty Senate committee which maintains standards, policies and procedures that will ensure that university undergraduate curriculum and all regulations pertaining thereto comply with the stated mission and goals of the university. The UCC coordinates all undergraduate curricula to assure academic integrity and to prevent unnecessary course proliferation. The UCC reviews, evaluates, and recommends to the provost, approval or disapproval of all new undergraduate courses, programs, and degrees, and proposed changes in existing courses, programs and degrees. New programs and major programmatic reviews are subject to the approval of the president and the Arizona Board of Regents.

Diversity and Equity (Advisory Council of)

The Advisory Council of Diversity and Equity (ACDE) provides advice to the president on the coordination of institutional diversity and equity initiatives, and serves as an advocate for diversity and equity through clear and constant communication with the university community. Through its advice, the ACDE ensures that diversity and equity initiatives are aligned with and contribute to the university's mission. The ACDE works collaboratively with university units in diversity and equity programming, and serves as liaison to external communities served by the university. For additional information, refer to: home.nau.edu/diversitynau/

E-Learning Advisory Committee

This committee works with the e-Learning Center (ELC) to set policy and guidelines relating to the grants and programmatic activities sponsored by the ELC. The committee takes leadership in addressing campus issues of teaching and learning with technology,

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and with finding innovative ways of supporting faculty growth in this area. For additional information, refer to www.nau.edu/~d-elearn/about/advisory/index.php

Employee Benefits Committee (University)

The University Employee Benefits Committee is a permanent institutional committee charged to promote the general welfare of all university employees and retirees. This includes promoting, monitoring and reviewing all types of university benefits as well as investigating potential new ones.

Ethnic Diversity (Commission on)

The Commission on Ethnic Diversity is a university-wide committee which draws in knowledge of members committed to a multicultural diverse educational environment. The committee works to increase ethnic diversity among the student population, faculty, staff, and administration and to develop strategies to diversify the curriculum. Through unity and diversity the committee helps our campus create a better learning and working environment where we all share and learn from one another. For additional information, refer to www4.nau.edu/ced/

Faculty Grievance Committee

This is a Faculty Senate committee charged with reviewing allegations and requests for hearings to determine whether the matter is grievable and for hearing all grievances as outlined in the grievance hearing process (see the *Conditions of Faculty Service*, Appendix A, *Faculty Problem Resolution Procedures* <http://home.nau.edu/provost/>)

Fronske Health Center Advisory Committee

The Fronske Health Center Advisory Committee advises the staff of Fronske Health Center on issues related to the providing of health care and illness prevention to the student, faculty and staff population. For additional information, contact the Director of Fronske Health Center at 523-6343.

Graduate Committee (University)

This is a Faculty Senate committee which articulates objectives for graduate study and establishes and maintains proper graduate standards and policies for graduate programs and graduate assistants, consistent with university objectives. This council coordinates all graduate programs and curricula to prevent undue course proliferation; studies and recommends means for improving graduate programs; and considers new and revised graduate programs. Specifically, the council establishes and maintains standards and policies in such matters as admission to graduate study, admission to candidacy, examination requirements, transfer credits, extension credits and approval of graduate courses, programs and degrees. It acts as the graduate curriculum committee for new courses, course changes and deletions, new programs and program revisions.

home.nau.edu/gradcol/gradcommittee.asp

Hearing Board (University)

The university Hearing Board is designed to hear student appeals related to student disciplinary sanctions of expulsion and /or suspension from the university. This committee convenes only after a student has formally appealed a decision of suspension and/or expulsion.

Intercollegiate Athletics Committee

This is a Faculty Senate committee charged to act in an advisory capacity to the director of Athletics on the operations of the Department of Athletics. The committee is ultimately responsible to the president of the university. For additional information, contact the Faculty Athletic Representative at 928-523-2981.

Intramural Grant Program (IGP) Committee

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This is a Faculty Senate committee which reviews proposals submitted by Faculty for Organized Research funding. This activity takes place between fall and spring semesters each year, and involves evaluation of proposals during an approximately one-month period. The final step in this review is a panel meeting where the committee discusses proposals and assists in making decisions on funding. The committee may be asked to provide input into research policy at NAU.

Liberal Studies Committee

This is a Faculty Senate committee charged to work with the Office of the Provost to assume a number of ongoing responsibilities in support of developing and maintaining a vital Liberal Studies program. This program is to be carried out through a curriculum of studies required of all graduates of the University, and is designed to support the development of the essential knowledge and skills of a liberal education necessary for informed citizenship in the 21st century. The Liberal Studies Committee is both an advisory and a decision-making body. The primary responsibility of the Liberal Studies Committee is to assure that NAU students are afforded the opportunity to become liberally educated. Specifically, the Liberal Studies Committee will establish, review, approve, and/or recommend to the appropriate body approval of the following:

- The mission and purpose of liberal studies at NAU
- The educational goals and objectives of the liberal studies programs
- The educational goals and objectives, and methods of assessment of the outcomes of the courses approved for the liberal studies curriculum
- Policies governing the standards for the liberal studies curriculum, recommendation of courses for inclusion, and approval of changes in the overall curriculum and/or courses in the liberal studies curriculum
- Review of courses submitted for consideration for inclusion in the program
- Standards and policies for the assessment of the learning outcomes of the liberal studies program and its curriculum
- Strategic planning regarding the role and function of the liberal studies program at Northern Arizona University
- Other matters as referred to the Liberal Studies Committee

See this web page for additional information: www2.nau.edu/~d-ugstdy/

Library Committee (University)

This is a Faculty Senate committee which:

1. Develops, recommends, and reviews policies within the framework of the curricular objectives of the university for the selection and purchase of library materials.
2. Represents the interests of the library, students, and faculty in consideration of library policies.
3. Studies and recommends means to optimize use of library resources.
4. Maintains a strong interface with library personnel.

Native Americans (Commission on)

The Commission is to consider, evaluate and analyze all matters pertaining to Native Americans at Northern Arizona University, establish goals and priorities for these matters, engage Native American faculty/staff/students on these matters, disseminate and share the information, and most importantly advise the president on these matters. For additional information, refer to www4.nau.edu/ina/

Parking Citation Appeals Board

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The purpose of the appeals board is to provide a second level of review for those members of the university community who have made an unsuccessful appeal of parking citation to the Parking Appeals Officer.

Parking and Traffic Advisory Committee

The charge of the Parking and Traffic Advisory Committee is to assess, address and recommend current and future campus parking and traffic needs or concerns. The Advisory council makes provisions to assure user input in the development and direction of the campus parking and traffic system. The Committee promotes a practical and cost-effective approach compatible with the philosophy, goals and objectives of the university and those which best serve the interest of the campus community.

Provost's Academic Computing Advisory Committee

The Provost's Academic Computing Advisory Council (PACAC) is a permanent, standing university-level council, with rotating and permanent membership that can advise the President, Provost, Chief Information Technology Officer, the faculty, and the student body of the status of academic computing and information technology issues at NAU. Members and Charter may be found at the following web page:

www2.nau.edu/~provo-p/pacac/

Radiation Safety Committee

The committee ensures that ionizing and non-ionizing radiation producing materials and equipment are properly registered and used in a manner that minimizes radiation hazards and that the research and teaching activities involving the use of radiation comply with state, federal, and university standards.

Residence Life Advisory Committee

The Residence Life Advisory Council exists as a formal sounding board for current issues, major policy review and budgetary review and recommendation for the Office of Residence Life. The council is advisory in nature and the responsibility for final decisions and implementation rests with administration.

The council provides input and a formal recommendation regarding the locally funded rate structure for single student and family housing for the following academic year. This includes reviewing plans for renovation of existing facilities, as well as other facility improvements. The council also provides guidance for major policy and procedural changes impacting service to students, and provides feedback regarding committee members' experiences and perceptions of the service and image provided.

Scholarships Committee

This is a Faculty Senate committee responsible for the annual awarding of scholarships from 30 scholarship accounts. They review donor criteria, student scholarship application forms, academic transcripts and letters of recommendation. They also function in an advisory capacity to upper-level administration in the formulation and implementation of policies affecting academic scholarships at NAU.

Status of Women (Commission on the)

The Commission acts as a clearinghouse for women's issues on campus and provides informed recommendations to the president in order to ensure a campus environment in which the full participation of women is supported and the contributions of women are valued. For additional information, refer to www4.nau.edu/csw/

University Residency Appeals Committee

Students who are classified as nonresident for tuition purposes by the university classification officer have the right to appeal that decision and to request a review by the University Residency Appeals Committee. The committee meets to review the existing

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student residency file, consider testimony from the student and/or an advisor of the student's choice, review new information or documentation provided and to render a decision, which is final.

3.10 Dining Services

Dining Services provides a variety of delicious meal options. The variety of services provides quality food, excellent customer service, and a wide range of offerings that will satisfy the palette and meet any budget. From block meal plans to Dining Dollar accounts that allow even more flexibility, Dining Services has the perfect options.

The Union Station and Eatery encompasses six restaurants increasing the made-to-order options. One such format is the Wild Mushroom which offers a full menu of vegetarian and vegan choices.

Campus Dining offers:

- Diner Card program for faculty and staff
- Flexibility – full meals, snacks or just a latte
- No need to carry cash – just use the ID card
- 3-tier catering program featuring student organizational pickup
- Casual Catering and Classic Catering to meet every budget and need. From simple parties and bountiful buffets, to elaborate dinners and elegant events.

For more information on Dining Services, refer to this web page: www.nau.edu/dining or call (928) 523-4981.

3.11 Distance Learning

Each year an increasing number of university faculty members are appointed to one of the statewide locations. The faculty members are appointed to academic departments on the Flagstaff Mountain Campus and have teaching assignments at local campuses. They advise prospective and current students, recruit, mentor and evaluate NAU part-time instructors, collaborate with local community college faculty and academic leaders to develop degree programs and teach local classes.

Distance Learning provides instructional resources on their web page to assist statewide faculty: www.distance.nau.edu/faculty/pol_proc.aspx

3.12 E-Learning Center

The e-learning Center (ELC) is dedicated to assisting faculty to effectively use information technology to transform teaching and learning. The e-Learning mission is to engage all faculty and to support teaching and learning activities mediated through technology. Support and assistance is available for all faculty (full-time and part-time) and all courses (e.g., online, hybrid, or face-to-face instruction). As an academic support unit, ELC collaborates with faculty to research innovative applications of advanced technology in the learning process coupled with assessment of the actual learning students experience. For additional information about the e-Learning Center's programs, services, and funding opportunities please visit the web page at <http://www.nau.edu/elearning/>

3.13 Faculty Development Program

The Faculty Development Program at Northern Arizona University is a multifaceted resource and networking center that assists faculty as teachers, scholars, and members of the University. The Program promotes innovation, collaboration, and collegiality. The

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mission of the program is to offer opportunities for professional development in teaching to enrich student learning; play a key role in strengthening a learning-centered campus culture that values and rewards teaching; advance new teaching and learning initiatives; foster collegial dialogue within and among faculty and campus partners and to serve as a convener to showcase faculty expertise in teaching. For additional information, a calendar of events and other opportunities, refer to the following web page: home.nau.edu/facdev/

3.14 Financial Aid

Northern Arizona University is committed to helping students and their families bridge the gap between their personal resources and the cost of attending school. The Office of Financial Aid provides financial assistance resources to as many students as possible to help make their academic endeavors successful; many of whom might otherwise be unable to attend the University.

Faculty and staff are eligible for reduced tuition and must complete the Educational Aid Registration Permit (EARP) to qualify. The Educational Aid Registration Permit (EARP) is used for reduced tuition at NAU, ASU, and the U of A. Only eligible employees, the employee's spouse, and the employee's dependent children qualify for this benefit. <http://www4.nau.edu/finaid/> (select "types of aid" to access the EARP form). For additional information regarding this benefit, refer to the Human Resources policy #3.03 at this web page: http://hr.nau.edu/m/images/stories/docs/policy_manual.pdf

3.15 Grant and Contract Services

NAU's pre-award and non-financial post-award research endeavors are supported by the Office of Grant and Contract Services (OGCS), which facilitates sponsored projects and other programs between the University community and external sponsors. OGCS is responsible for assisting principal investigators in identifying and responding to funding opportunities; reviewing and assuring compliance with sponsor and university requirements (including fiscal and non-fiscal compliance); submitting applications and proposals on behalf of the University; supporting large interdisciplinary, multidisciplinary and/or multi-institutional collaborations; interpreting the regulations of state and federal agencies and private sponsors; and, clarifying University policies and procedures for faculty and sponsors. OGCS is also responsible for accepting awards and has the responsibility to negotiate awards that protect the rights of faculty, staff, and students to use, publish and otherwise disseminate the results of their creative activities, and that comply with university and sponsor laws, regulations, and policies, including those of the state and federal government. Post-award financial accounting services are provided by Sponsored Projects Services. For additional information, refer to the following web page: www.research.nau.edu/ogcs/index.html

3.16 Health and Wellness Services

The following university units provide health and wellness services and are described further in the sections that follow:

- Clinical Exercise and Research Facility
- Dental Hygiene
- Employee Assistance and Wellness Office
- Fronske Health Center
- Health Psychology Center
- Speech and Hearing Clinic

3.16.1 Clinical Exercise and Research Facility

The Clinical Exercise and Research Facility (CERF) offers many different types of health and fitness services and programs for NAU students, staff, and faculty as well as the Flagstaff community including:

- Pre-exercise physical evaluation by the attending physician
- Exercise stress test with 12-lead ECG and blood pressure
- Maximal oxygen consumption testing
- Lactate threshold testing
- Blood glucose and cholesterol screening
- Pulmonary function testing
- Body composition analysis (skinfolds or underwater weighing)
- Muscular strength and endurance testing
- Flexibility assessments

These services are offered individually and as packages, depending on needs. In most cases, clients will be equipped with a written report including home-exercise prescription that addresses lifestyle guidance, with specific recommendations for attaining and maintaining good health. For more information about CERF, call 523-9540 or visit the following web page: <http://chhs.nau.edu/clinics.php>

3.16.2 Dental Hygiene

The university does not provide care for dental disease or tooth injuries. However, through the Dental Hygiene Program, currently enrolled students and employees of NAU can obtain periodontal health care including examinations, cleaning and x-ray. This service is provided at a reasonable cost to the student.

3.16.3 Employee Assistance and Wellness Office

The Employee Assistance and Wellness (EAW) office is designed to assist faculty, staff, and their family members with personal and professional issues, life and work balance, and to enhance overall health and wellness. EAW services include: short-term counseling, consultation, conflict management, critical response services, referral information, customized workshops for departments and groups, the Wellness Workshop Series, and the Wellness at Work Health Screenings and Flu Vaccine Program. EAW services are confidential. Employees and their family members can make appointments directly. For more information refer to this web page: www.nau.edu/eaw, or call 928-523-1552.

3.16.4 Fronske Health Center

Fronske Health Center is located in building #41 and is the on-campus health center. Fronske is an outpatient health center staffed by physicians, nurse practitioners, health educators and other health care professionals. All students who have paid the semester health fee are eligible to obtain health care at Fronske Health Center. Faculty and staff may also obtain health care services through Fronske. The health center offers care for on-going health problems and same-day service for acute illnesses or injuries, and provides services for healthy lifestyle education and promotion. Lab, x-ray, and pharmacy services are available on site. There are fees for services rendered. Insurance is not required to use the health center; however, Fronske Health Center offers an optional student insurance plan and they accept Blue Cross/Blue Shield insurance plans for faculty and staff. International students are required to show proof of insurance. For more information refer to the following web page: www4.nau.edu/fronske/ or call (928) 523-2131 or (928) 523-1105 (TDD). For appointments call (928) 523-8995.

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Fronske patients may be referred to specialists in the community for consultation when a health center physician considers it advisable. Fees for these services are the responsibility of the patient.

Fronske Health Center does not give medical excuses for absence from work or class. Faculty members and supervisors should not ask for, or expect Fronske Health Center to provide documentation of health problems.

3.16.5 Health Psychology Center

The Health Psychology Center provides psychological services for the prevention and treatment of health-related problems to NAU students, faculty, and staff. Help is available for stress management, weight loss, headaches, pain, PMS, smoking, and a variety of other health-related problems. Service is provided by graduate students in the Applied Health Psychology Master's program, supervised by licensed psychologists. Appointments can be made by calling 523-2161 or visit the web page at: home.nau.edu/hpc/ Minimal fee for students, sliding fee scale for others.

3.16.6 Speech and Hearing Clinic

The Speech and Hearing Clinic provides comprehensive diagnostic and treatment services for any type of communication or hearing impairment. Hearing aids are available for sale as part of the comprehensive services offered. These services are offered to all NAU students, faculty, staff and family members. A sliding scale fee is available upon request for those financially eligible. The clinic accepts a number of insurance plans. Appointments can be made by contacting the clinic office at 523-8110 or visit the web page at jan.ucc.nau.edu/~csd-p/clinic/index.php

3.17 High Altitude Training (The Center for)

The Center for High Altitude Training at Northern Arizona University offers a world-class location to train in a fully-supported altitude environment (7000ft / 2100m). From the finest in elite training facilities to comprehensive performance services and sports medicine support, the center customizes and manages every component of every altitude training camp so athletes can focus on training -- and winning. See this web page or additional information: home.nau.edu/highaltitude/

3.18 Information Technology Services (ITS)

Information Technology Services (ITS) is responsible for managing the University telephone, computer, and data network infrastructure. Services include telephone, voice mail, email, Internet access, and data networking for NAU faculty. All campus buildings are fully wired and wireless is available in most academic and administrative buildings. ITS manages a series of web pages beginning at www.nau.edu/its that describes services provided to faculty (such as phone support or software downloads). ITS recommends new faculty visit this page and click on the link titled "New Faculty and Staff" to become familiar with the core services most faculty use early in their NAU careers. Additionally, ITS runs a help desk for staff and faculty called the Solution Center, which can be reached by calling 523-1511, email to Ask-ITS@nau.edu, or toll free: 888-520-7215.

3.19 Institutional Effectiveness

The Institutional Effectiveness (IE) unit includes the office of Planning and Institutional Research (PAIR) and the University Budget Office. IE is responsible for coordination of strategic planning, strategic budgeting, and university accountability reporting. The offices provide data, analyses, and projections for planning and decision-making; coordinate the design, implementation, and analysis of major institutional studies, report official data for mandated and other external reports; and assist other offices in obtaining

and analyzing information. IE manages the overall University budget, and works with other jurisdictional areas to develop, manage, and strategically use University resources. Visit the web page at: www4.nau.edu/pair/

3.20 Lumberjack's Online University Information Environment (LOUIE)

The Lumberjack's Online University Information Environment (LOUIE) is the administrative transactional system used to process student, faculty and staff information. Students, faculty and staff depend on this system for tasks ranging from enrolling in classes and recording grades to employee timekeeping and receiving compensation. Access to the LOUIE system is available from this web page: <http://www4.nau.edu/louie/>

The LOUIE system is built upon the Oracle/Peoplesoft and Student Administration applications. Oracle/Peoplesoft provides a suite of software specifically designed for the changing needs of higher education. The functionality afforded by Oracle/Peoplesoft allows the following features:

From the Student Center, students can:

- view class schedules, check enrollment appointments, and enroll or change enrollment in classes.
- request transcripts and view course and grade history.
- update personal information, including address and phone numbers and privacy (FERPA) settings.
- make online credit card and eCheck payments.
- view financial aid details, including the cost of attendance, expected family contribution and award amounts.
- run a Degree Progress Report.
- review holds and their to-do list.

From the Faculty Center, faculty members can:

- see a complete calendar of their classes.
- view a list of students who are enrolled for a class, plus those who have dropped or withdrawn.
- send email to one student, a select group or all students in a class - with just one click.
- access class information, such as start and end date, days, times and location.
- enter midterm and final grades.
- access advisement reports.

From the Employee Self Service, employees can:

- update personal information such as address and phone numbers.
- view paycheck, address leave balances and tax information.
- view and update benefits information, dependents and beneficiaries.
- make online credit card and eCheck payments.

LOUIE Hours:

- The LOUIE system is generally available 24 hours per day, seven days per week, with the exception of Sunday mornings from 4 a.m. to noon.
- Since LOUIE is a "live" and real-time system, it cannot be available 100% of the time due to the periodic maintenance needs of the many computer system components that LOUIE relies upon.

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- Information about additional or unexpected outages is provided on the LOUIE Online homepage, via MyNAU messages and/or email.

3.21 Ombuds Program

The Faculty Ombuds Program provides NAU faculty with voluntary, informal, neutral, confidential, third-party assistance in resolving university-related issues, concerns, or conflicts. The role of the ombuds is to listen, receive, and provide information to and from parties, and to provide informal facilitation between parties when requested. For additional information, contact the Program Coordinator at 928-523-8767 or go to the web page at home.nau.edu/ombuds/. This service is available during the academic year.

3.22 Parking Services

Northern Arizona University Parking Services is responsible for the enforcement of parking regulations adopted by the University Parking and Traffic Advisory Committee (PTAC) under the authority granted by the Arizona Board of Regents. These regulations are imposed for the safe movement and parking of all vehicles and non-pedestrian devices on campus.

Every member of the faculty and staff who operates or parks their motor vehicle on university property must register the vehicle, in addition to securing and displaying on the vehicle a current NAU parking permit for a designated parking area. Registration must occur before a vehicle may be parked in a university employee parking area.

The university issues color-coded parking permits on the basis of classification of the registrant. The color of the parking permit indicates the area in which the vehicle may be parked. A permit does not ensure the availability of parking space but grants the privilege of parking in a specified area when space is available.

Vehicle registration fees are dependent upon the date of purchase. Permits expire on August 15. Permits and a complete brochure of the parking and traffic regulations of NAU are available at Parking Services and on the web at www4.nau.edu/parking.

3.23 Police, University

The University Police operate as a full service university police department with the same responsibility and authority as a municipal, county or state law enforcement agency. While responding to and preventing crime, and enforcing the laws are essential to providing a safe working, learning and living environment, policing is as much about education as it is enforcement. The NAUPD offers a variety of programs that support their dedication to working closely with our community. Services provided by the University Police department include:

- Emergencies – dial 3-3000 or 911. Another means of direct emergency contact to police is through the blue light phone system. These easily identifiable phones (Blue light above a yellow call box) are strategically located at more than 72 sites across campus, as well as at all main residence hall entrances. Pushing the button on the phone immediately connects the caller to the NAU PD emergency dispatcher. Additionally all elevators also have emergency phones.
- Safety Escort – 523-3611
- Fingerprinting
- Lost and Found
- Personal Property Identification Tools
- Temporary Parking permits when Parking Services is closed

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- Public Safety and Crime Prevention Programs
- Copies of Reports

For additional information refer to the following web page: www4.nau.edu/police

3.24 Postal Services

Faculty and staff are provided with on-campus mail service through the NAU Postal Services located in the basement of the Bookstore Building #35.

Visit www.nau.edu/postal to review policy procedures, express mail tracking, zip code lookup service, automation guidelines.

3.25 Public Affairs, Office of

"Getting the word out" is a phrase heard often in the Office of Public Affairs, where the staff works to advance Northern Arizona University's mission and vision and to promote the accomplishments of students, faculty and staff.

The office staff work with the media and NAU departments to send out press releases, participate in crisis communication, provide public information, answer questions, arrange press conferences, find experts and many other functions related to mass communication.

Office staff is available 24/7 for emergencies and is readily available to anyone seeking help with getting the word out. For additional information, visit their web page: home.nau.edu/publicaffairs/

3.26 Research, Office of

The Office of the Vice President for Research provides administrative and financial support for the research and graduate education missions of Northern Arizona University. Research efforts supported by NSF, NIH, and other agencies, academic scholarship in the humanities and social sciences, performance and exhibition scholarship in the fine arts, and professional inquiry in the education and clinical health fields reflect Northern Arizona University's pursuit of knowledge, discovery, and aesthetic expression and dedication to the advancement of knowledge and learning in all its forms. Refer to the following web page for additional information: www.research.nau.edu/vpr/index.html

3.27 Regulatory Compliance, Office of

The Office of Regulatory Compliance (ORC) is responsible for the NAU Loss Prevention Plan, evaluation of hazards and root cause determination of accidents/incidents. The Director of the Office of Regulatory Compliance is the NAU Loss Prevention Coordinator as required by State Risk Management.

ORC Staff members conduct yearly site inspections of all laboratories and facilities at NAU where any type of defined hazard (ORC 101-106) exists. These audits are required by ABOR and help identify, in advance, any potential hazards to people, the environment or to NAU property. This pro-active program is an important component of the entire Environmental, Health and Safety effort at Northern Arizona University.

For information regarding the following areas, contact the Office of Regulatory Compliance at 928-523-7268 or visit the following web page: www.orc.nau.edu/

- Animal Research
- Biological Safety

- Chemical Safety
- Environmental Safety
- Industrial Hygiene and OSHA Regulations
- Radiation Safety
- Hazardous Waste Management
- Radioactive Materials
- Recombinant DNA Molecules and Biological Agents

3.28 Student Services

Several services are available across campus to assist faculty and staff in making referrals for students who need assistance beyond the classroom. The following sections describe services available to assist students during their tenure at NAU. In addition, the following Student Affairs web page contains a complete list of student services:

www.nau.edu/student_affairs/

3.28.1 Counseling and Testing Center

NAU's Counseling & Testing Center (CTC) works to enhance the psychological growth, emotional well-being, and learning potential of NAU students. We accomplish this aim by providing short-term psychological counseling, institutional testing, mental-health and substance-abuse educational programming, emergency interventions, consultation, and referral services. The success of CTC services often rely on consultation with faculty and staff who are concerned about specific students.

Counseling Services offer individual, couple, and small-group counseling as opportunities to address such issues as adjustment to college, relationship concerns, depression, anxiety, stress and time management, and other personal and psychological concerns.

Testing Services support student success by providing access to tests that may be needed to get into college, to get college credit and/or place out of college courses, and to get ready for life after college. Examples of such tests include Math and English Placement, ACT, SAT, CLEP, MCAT, GRE, ASE, and many more.

For more information, including how to schedule services and the costs of certain services, contact the Counseling & Testing Center at 523-2261 and on the web at www.nau.edu/ctc/.

3.28.2 Disability Resources

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act requires that all NAU programs, services and facilities be accessible to individuals with disabilities, except where the action necessary to achieve accessibility would result in a fundamental alteration of the program or service or would impose an undue burden. Northern Arizona University is proactive in its dealings with students who have disabilities.

Services are available for all NAU students who provide the required documentation and meet the eligibility standards set by Disability Resources. Services are designed to provide access to all programs, services and facilities in the most integrated setting appropriate to the needs of the qualified student with a disability. Accommodations are established on an individual basis, and are tailored to the needs of each student. Please note that a student served through the office of Disability Resources may qualify for an attendance policy modification. The Attendance Accommodation policy can be found at the following address: <http://www4.nau.edu/dr/forms.html>

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By law, accommodations can include a variety of adaptations. Most classroom buildings are now accessible, accessible residence halls and apartments are available, and administration buildings and offices are either accessible or other arrangements are made to accommodate the needs of students with disabilities. Educational programmatic access may involve accommodations such as relocating a class, tape recording lectures, provision of a sign language interpreter or a real-time captioner, special testing arrangements, as well as cooperating with Disability Resources to provide accommodations appropriate to the specific needs of students with disabilities as determined by Disability Resources.

An individual with a disability is an individual with a documented impairment that substantially limits one or more of that individual's major life activities. Recognized disabilities include, but are not limited to, mobility, deaf, hard of hearing, blind, visual impairments, learning disabilities, chronic medical, psychological disorders and temporary disabilities. For more information refer to the Disability Resources web page: www2.nau.edu/dss/FacultyGuide/index.html.

3.28.3 Learning Assistance Centers and Tutoring Services

NAU provides higher level learning skills development through the Learning Assistance Centers. Services include individual tutoring in lower division classes, drop-in tutoring in the Freshman Residence Halls, drop-in Math Lab, online tutoring, tutor led study groups and supplemental instruction sections, study skills instruction through individual appointments and workshops. Tutors are carefully screened, selected, trained, and evaluated on a regular basis. The LACs are College Reading and Learning Association accredited. Also available is an instructional computer lab containing Macintosh and IBM PC computers. Software includes word processing, spreadsheet, database, and graphics packages.

Workshops are scheduled weekly. Faculty members are encouraged to visit the centers and to refer students in need of our services. LAC staff are available for presentations and assistance with individual classes. A brochure further explaining LAC services is available from the LAC office. There are two Learning Assistance Centers, the NLAC is located on the second floor of the University Union, building 30, in room 254; the SLAC is located in the Learning Resource Center on south campus, building 61. Services are free to NAU students for NAU classes. Further information is available by calling either LAC (NLAC 523-5524 or SLAC 523-7391) or can be found on the following web page: www.nau.edu/lac.

3.28.4 Gateway Student Success Center

The Gateway Student Success Center offers integrated academic and career advising in a setting which encourages individuals to follow passion, realize potential, and pursue lives of purpose. All freshmen are advised in the Gateway Student Success Center during their first two terms of enrollment. After completing two full-terms, students receive advisement in their major departments. Students still deciding on a major are advised in the Gateway until they declare a major.

Gateway advisors assist students in developing a clear understanding of degree requirements and provide specific information about recommended first year courses, as well as information about support services and other campus resources. Transfer students are advised in the Gateway until they have completed 29 or more units. Students who transfer more than 29 units can meet with a Gateway advisor to receive a campus overview but detailed assistance with transfer credits, course recommendations, and enrollment will be handled by an advisor in the college of their major.

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Academic and career advisors in the Gateway help students understand the relationship that exists between academic preparation, experiential learning, and the world of work. Career counseling and employment coaching are available in the Gateway for all students at any point in their academic process. Career decision making begins with a clear understanding of an individual's values, abilities, and interests. The Gateway offers a variety of activities to assist with the career decision making process, for example:

- Self-assessment programs
- Career and academic exploration
- Investigation and decision-making strategies
- Networking skills to develop collaborative partnerships
- Employment resources
- Resume and cover letter assistance
- Job search strategies
- Mock interviews
- Gateway Connects: NAU's free on-line job recruitment service

Biomedical (pre-med) advising is housed in the Gateway. Students planning to pursue graduate programs in biomedical fields such as dental, medical or veterinary sciences can receive information and assistance related to preparation and application processes.

Students can network with prospective employers and graduate school representatives through events such as the Career and Graduate School Fair each fall and spring semester, the Education Interview Festival in the spring semester and employer campus visits.

Refer to the following web page for additional information: www4.nau.edu/gateway/

3.29 Transportation and Maps

The Transportation Service Center provides Northern Arizona University with a fleet of modern, well-maintained vehicles in an effort to provide safe, economical transportation for all official university requirements. Procedures for requesting vehicles and obtaining policies related to the use of vehicles refer to this web page:

www4.nau.edu/cas/tsc/index.html

For a list of NAU buildings, printable maps and information on parking and shuttle services, refer to this web page: home.nau.edu/maps.asp

4. UNIVERSITY POLICIES

This section contains an alphabetical listing of policies which should be reviewed by faculty. See section 5 of this document for additional policies regarding the faculty code of ethics and conduct and faculty workload policies. Other policies which may be of interest can be found on this web page: home.nau.edu/universitypolicies/

4.1 Academic Affairs

The Academic Affairs division provides policies and guidelines for faculty and academic professionals (AP) concerning the following topics which are described in more detail on the provost's web page at: home.nau.edu/provost/faculty_info.asp

- Guidelines for Administrators for submitting files to the provost for Promotion, Tenure, Annual Reviews
- Hiring Steps for Faculty/Academic Professionals

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- Notification of Outside Employment
- Personnel Action Calendar for Faculty Reviews
- Position Justification form (to accompany Form A of hiring forms)
- President's Award process
- President's Distinguished Teaching Fellow nomination process
- Promotion and Tenure
- Regents' Professor nomination process
- Salary Schedules for part-time faculty
- Supplemental Compensation form

4.2 Academic Program Review

Academic program review is the process through which Northern Arizona University regularly reviews, evaluates and establishes plans for all undergraduate and graduate programs. A program review consists of a self-study conducted by the faculty and program leadership, followed by a review by a team of external consultants and a member of the university faculty.

Program reviews are a means to ensure advancement of the quality of Northern Arizona University's academic programs. The process enables a comprehensive assessment of program goals, infrastructures, operations, and outcomes in relation to the mission and strategic plan of the university. The program review process facilitates dialogue among the provost, dean and program leadership that leads to the development of a plan for continued enhancement of the program.

Arizona Board of Regents policy (ABOR 2-208) requires review of all academic programs every seven years. The department or school is the basic unit of review. Normally, all programs within an academic unit are reviewed simultaneously. In some instances, externally accredited programs or programs that do not reside in a department or school are reviewed independently of academic units. Externally accredited programs are reviewed in compliance with the standards and procedures established by the accrediting organization. The review conducted by the accrediting body will usually substitute for the academic program review process.

Program reviews are a means to ensure advancement of the quality of Northern Arizona University's academic programs. The process enables a comprehensive assessment of program goals, infrastructures, operations, and outcomes in relation to the mission and strategic plan of the university. The program review process facilitates dialogue among the provost, dean and program leadership that leads to the development of a plan for continued enhancement of the program.

Refer to this web page for additional information: <http://www2.nau.edu/~d-ugstudy/apr/index.html>

4.3 Academic Standards

Policies on academic standards are reviewed and recommended by the Academic Standards Committee which reports to the provost with respect to all general and special academic policies, standards, procedures, and scholastic regulations. This committee continuously reevaluates such standards and policies to assure that appropriate academic standards prevail.

The Academic Standards Committee also hears and acts on requests from students regarding waiver of any of the university policies.

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The process and procedures to be used by a student requesting a wavier of a university academic policy can be found at this web page:

www2.nau.edu/academicadmin/ASCindex.html

The following subsections describe the following:

- Academic Dishonesty – Student Appeal
- Baccalaureate Honors Policy
- Class Meeting Times
- Grade Appeal Policy
- Grades and Grading
- Mid-Term Evaluation of Students
- Student Attendance

4.3.1 Academic Dishonesty - Student Appeal of a Charge of Academic Dishonesty

Academic dishonesty is a form of misconduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism. The policy for appeal of a charge of academic dishonesty can be found in the Student Handbook, Appendix G which is available at this web page: www4.nau.edu/stulife/handbookdishonesty.htm

4.3.2 Baccalaureate Honors Policy

Baccalaureate honors designation, on commencement programs and ultimately on diplomas is meant to recognize outstanding academic achievement by graduating students relative to their peers.

4.3.3 Class Meeting Times

The standard class meeting time policy ensures that students will have the opportunity to enroll in required or desired courses and optimizes utilization of university facilities. All courses on the Flagstaff campus will be scheduled in accordance with the standard meeting times identified in the Standard Class Meeting Time policy. The policy is available from the following web page www2.nau.edu/academicadmin/ASCindex.html

4.3.4 Grade Appeal Policy

Only the faculty member who assigned the original grade has the authority to change that grade unless the grade is appealed and the appeal is successful. The procedure outlined in the Student Handbook, Appendix H, applies when a student initiates a grade appeal request and not when the instructor is correcting a grade on a standard form. The current Grade Appeal policy is available at this web page:

www4.nau.edu/stulife/handbookappeals.htm

4.3.5 Grades and Grading

It is the responsibility of the instructor to provide students, either in the course syllabus or in written addendums, the grading scale to be used to assign course grades. Grades are reported to the Registrar's Office using the LOUIE online system.

The following policies and practices are relevant to the awarding of grades to students. Additional information is available in the NAU Academic Catalog

www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

The "A-Pass-Fail" grading option is designed to encourage students to take undergraduate courses outside their major field through utilization of a grading system which does not affect their overall grade point average except when a grade of "A" or "F" is earned. The form for participating in this program is available on the Registrar's web

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page at the following address: home.nau.edu/registrar/forms.asp. An advisor's signature is required on the form. Undergraduate students may utilize this option if they have a minimum cumulative grade point average of 2.50, or a grade point average of 3.00 for 12 or more units for the preceding semester. A maximum of 12 hours of "A-Pass-Fail" coursework may be used in a baccalaureate degree program and no more than two courses in a single field may be used. Students may not use the "A-Pass-Fail" option for professional courses in teacher education, major, minor, honors and liberal studies courses.

Part-time faculty members and those leaving the institution are to leave their grade books and other grade records with the administrator in charge of the academic unit.

Only the faculty member who assigned the original grade has the authority to change that grade unless the grade is appealed and the student's appeal is successful. (See following Grade Appeal and Grade Change processes) In the event the faculty member is no longer with the university, the authority to change the grade, including the authority to make up an incomplete, is delegated to the department chair or dean. Refer to the NAU Academic Catalog for the policy on incompletes.

4.3.5.1 *Change of Grade by Instructor*

The course instructor is responsible for assigning the grade for a courses based on an evaluation of materials submitted by students as described in the course syllabus or written addendum to the syllabus. Any change of the original grade assigned must be initiated by the instructor, except as outlined in the Grade Appeal process. All requests for a change of grade must use the approved form available from the Registrar's Office and must be approved by the instructor, unit chair or equivalent and the college dean. The instructor is responsible for articulating the rationale for the change of grade. For this purpose, an "I" or "IP" is not considered a grade; thus, changing an "I" or "IP" must be in accordance with the language in the current NAU Academic Catalog.

Changing a grade after it is submitted to the Registrar may include but is not limited to such issues as errors in the class roster, miss-assignment of the appropriate grade, and/or miss-calculation of the grade. After a grade is submitted to the Registrar, the grade may not be changed as the result of the addition of extra credit work not available to all students in the course and/or work not outlined in the syllabus or an addendum which was distributed during the semester. Nothing in this statement should be interpreted in any way so that it has an impact on "I" or "IP" contracts.

A change of grade must be initiated no later than one year (365 days) after the last day for submission of the grade roster to the Registrar's Office for the course in which the grade change is being requested.

4.3.6 **Mid-Term Evaluation of Students**

In the interest of providing students with early feedback regarding academic progress in their course work, mid-term grade reporting is required for all lower division courses (100 and 200). This formal evaluation is designed to allow students an opportunity to work with faculty and academic support units to improve their performance.

The reporting of mid-term grades is done on the LOUIE system. Typically a three-week window is provided for the grades to be entered. Procedures for entering mid-term grades can be found by entering LOUIE, and selecting "Faculty/Advisor/Staff Tools" and ":Grade Roster – Mid-Term".

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NAU Instructors are encouraged to submit mid-term grades for Fall and Spring 16-week, upper division (300 – 400) level courses. Submission of these mid-term grades will follow standard practice for the reporting of grades at NAU.

Notification to instructors regarding the time-period for entering the grades and other relevant information will be distributed by the Registrar's Office. Normally, a three-week time frame for entering the mid-term grades will be allowed. The Policy on Submission of Mid-Term Grades can be found on the Academic Standards Committee web page: www2.nau.edu/academicadmin/ASCindex.html

4.3.7 Student Attendance

The sections which follow provide information on institutional excuses and unregistered students in classes. Students are expected to assume the responsibility for regular class attendance as described in the Class Attendance policy in the NAU *Undergraduate Catalog*, www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

4.3.7.1 Institutional Excuses

As stated in the Class Attendance Policy in the NAU Academic Catalog, students are expected to assume the responsibility for regular class attendance. When absence is unavoidable, students should report the reason to the class instructor and assume the responsibility for any work they miss. Class Instructors have no obligation to make special arrangements for students who have been absent unless the student has an institutional excuse as described below. Class attendance policies must be in writing, included in the class syllabus and distributed to students during the first week of class. Class attendance policies must make allowances for students with institutional excuses.

An Institutional Excuse is granted to a student to participate in academic, extracurricular and athletic events as a representative of the university. Academic units may create appropriate processes to review and approve institutional excuses. Class Instructors may give a different test and/or give assignments composed of different subject matter than that missed by a student with an institutional excuse.

There are three types of institutional excuses as described below:

- The Academic institutional excuse is approved by the Dean of the College and is for students participating in a scheduled class activity outside of normal class meeting times and similar kind of events.
- The Extracurricular institutional excuse is approved by the Dean of Students and is for students participating in sanctioned and approved events of student organizations and non-NCAA athletic competitions. The form is available from the [Student Handbook](#), Appendix P or see link below for access to all forms.
- The Athletic institutional excuse is approved by the Vice Provost for Undergraduate Studies and is for students participating in NCAA sanctioned events.

All forms are available from this link: http://home.nau.edu/provost/faculty_info.asp
(see *Institutional Excuse Policy and Forms*)

Class Instructors are required to honor institutional excuses. To honor an institutional excuse means to permit the student to complete in advance or to make up after the absence (at the discretion of the instructor) academic assignments, quizzes and

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examinations missed during the time covered by the institutional excuse when the student was not in attendance.

Students are responsible for notifying class instructors and showing them a copy of the institutional excuse at least 5 working days (or one class period if the class meets less frequently than every five days) prior to the start of the time period it covers. Class instructors are not required to honor institutional excuses presented to them less than the stipulated time period stated in the previous sentence. It is recommended that athletes, at the beginning of the semester, provide their faculty a schedule of all events in which the team will be participating for which an institutional excuse will be granted.

4.3.7.2 *Unregistered Students in Classes*

Faculty members must not permit students who have not completed the registration process to remain in classes. Rosters, listing students officially enrolled in classes, are available online to faculty on LOUIE. Instructors are to check the names of those in attendance against the official rosters and inform those who are not properly registered to complete the registration process.

4.4 **Arizona Board of Regents**

Arizona's state universities are under the jurisdiction and control of the Arizona Board of Regents (herein "the Board"). The Board is a body corporate with perpetual succession. The state universities are operationally independent from each other, but, together with the Board, they comprise the principal components of the system of coordinated governance established by the Board and known as the Arizona University System.

The purpose, authority, powers and duties of the Board are derived from the Constitution, statutes and laws of the State of Arizona. The Board is assisted in the performance of its duties by staff employees who collectively are known as the Central Staff.

The principal office of the Board shall be in Phoenix, Arizona, at a location separate from the campus of any state university. The office shall be maintained by the Central Staff.

The following ABOR policies are particularly important for faculty. Other policies that may be of interest can be accessed from the ABOR policy manual:

www.abor.asu.edu/1_the_regents/policymanual/index.html#DISCLAIMER

4.4.1 **Lobbying - ABOR Policy 1-102**

The Arizona Board of Regents recognizes and appreciates the privilege which each individual in this state and nation has to express his or her opinion and to seek to make that opinion known to members of the Congress and the state legislature. The Board also recognizes the responsibilities with which it has been entrusted in connection with the operation of our universities and the advancement of higher education in the state of Arizona and recognizes that on occasion the interests of the Board and the universities will not coincide with the interests of individual employees of the Board.

In approaching members of the state legislature or the Congress, employees of the Board shall make every effort to indicate clearly that the position which they take is an individual position or is the position of a group other than the Arizona Board of Regents. In instances in which the Board has taken an official position, the employee or employee group endorsing a differing position shall make it clear to the legislative body that the Board has endorsed a different or contrary position.

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The university officials responsible for disbursement or allocation of state funds shall determine prior to disbursement or allocation that such funds will not be used for purposes of influencing legislation unless such use receives specific authorization by the Board.

The Board shall make known to the appropriate members of the legislature that only the president of the Board or his or her designated delegate shall speak for the Board in matters relating to policy.

This policy is not intended to nor shall it be enforced so as to restrict rights guaranteed to individual employees but is an attempt only to separate the views of those employees from positions which the Board may take in attempting to discharge its responsibilities under the Constitution and the statutes of the State of Arizona. [A.B.O.R. 1-102]

4.4.2 **Competition with Outside Enterprise - ABOR Policy 1-105**

The policy related to competition with outside enterprise can be found at the ABOR web page www.abor.asu.edu/1_the_regents/policymanual/index.html

4.4.3 **Outside Employment - ABOR Policy 6-705**

An employee may obtain outside employment or render professional services provided:

- It does not in any way interfere with the university duties of the employee; and
- Outside employment is fully consistent with all rules promulgated by the university and the Board of Regents.

See also the *Conditions of Faculty Service*, Section 1.7.4 and refer to the provost's web page for a copy of the Notification of Outside Employment form which must be completed by all faculty and academic professionals who are engaged in outside employment: home.nau.edu/provost/faculty_info.asp

4.4.4 **Political Activity - ABOR Policy 6-905**

Employees may participate in political activity outside their employment, but shall not allow their interest in a particular party candidate, or political issue to affect the objectivity of their teaching or the performance of their regular university duties.

4.5 **Commencement Participation**

Faculty members and administrators are expected to participate in commencement activities in December and May. Correct academic attire is required for all participants. Information on commencement is available from the following web page: www.nau.edu/registrar/graduation/

4.6 **Computer Support Policies**

Information Technology Services (ITS) at Northern Arizona University supports the mission of NAU by providing desktop computing solutions for faculty and staff.

Demand for ITS services is high and the support policy was developed to focus efforts on the most critical needs of NAU faculty and staff as the core mission. ITS cannot service equipment that is not owned by NAU, nor can they offer services to relatives or friends of NAU employees, or members of the community at large. These activities are inappropriate use of state funds and improper competition with local vendors. In order to obtain services from ITS, employees must identify themselves with an NAU computer account user ID and the computer property control number. Never give this account

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information to family or friends for their use. ITS will decline service to anyone calling with account information that is not their own. The complete policy is available from the following web page: www5.nau.edu/its/policies/

4.7 Conditions of Faculty Service (COFS)

ABOR Policy 6-201 provides for local university implementation and definition of conditions of faculty service. NAU's local Conditions of Faculty Service is available from the following web page: <http://home.nau.edu/provost/>

The Arizona Board of Regents COFS policies are accessible from the following web page: www.abor.asu.edu/1_the_regents/policymanual/chap6/index.htm

Faculty members should review and become familiar with COFS.

4.8 Copyrights

Under the United States Code, Title 17, Copyrights, Chapter 1, Section 102, federal statutory copyright exists in "original works of authorship" fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, whether directly or with the aid of a machine or device.

4.9 Curriculum

Curriculum policies are established to ensure that university undergraduate and graduate curriculum and all regulations pertaining thereto comply with the stated mission and goals of the university. Curriculum policies help assure academic integrity and prevent unnecessary course proliferation.

This section describes the following policies/procedures:

- Academic program planning, implementation and discontinuation
- Course Catalogs
- Course syllabus format and policy statements
- Criteria for upper/lower division courses
- Cross-listing and co-convening
- Diversity requirements
- Graduate education
- Letter designations on courses
- Schedule of classes
- Undergraduate certificate programs
- Undergraduate curriculum components

4.9.1 Academic Program Planning, Implementation, and Reorganization

The Academic Program Planning and Implementation process is designed to:

- establish and maintain standards, policies and procedures that will ensure that university curricula and all regulations pertaining thereto comply with the stated mission and goals of the university.
- coordinate all curricula to assure academic integrity and to prevent unnecessary course proliferation.
- identify the demands on resources by proposals. However, consideration of proposals will be based solely on academic merit.

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- review, evaluate, and recommend to the provost, approval or disapproval of all new courses, programs and degrees, and proposed changes in existing courses, programs and degrees.

For information on submitting program proposals, refer to the following web page www.azregents.edu/7_for_faculty/faculty_index.htm

4.9.2 Course Catalogs

The NAU undergraduate and graduate course catalogs are available from the following web page: www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm

4.9.3 Course Syllabus Format and Policy Statements

The approved format for the course syllabus is available from the following policy web page: http://home.nau.edu/universitypolicies/link_index.asp (see *Syllabus*)

4.9.4 Criteria for Upper/Lower Division Courses

The criteria for upper/lower division courses is described on the following web page: jan.ucc.nau.edu/academicadmin/UCCPolicy/Uplow.doc

4.9.5 Cross-Listing and Co-Convening

Cross-Listing refers to the same course, taught with different departmental prefixes (e.g., political economy might be listed as both ECO 585 and POS 585). Co-Convening refers to convening graduate and undergraduate courses on the same topic together (in the same room, at the same time). For example “Anthropology of Animals” might be listed as both ANT 4xx and ANT 5xx.

The policy for cross-listing and co-convening can be found on the following policy web page: http://home.nau.edu/universitypolicies/link_index.asp (see *Cross Listing*)

4.9.6 Diversity and Liberal Studies Requirements

This section provides a brief description of the Diversity and Liberal Studies requirements for Northern Arizona University.

Diversity Requirements - A diversity curriculum requirement for all NAU students was created for two diversity categories: US Ethnic Diversity and a Global Diversity.

The requirement is as follows for all NAU baccalaureate students who graduate under the provisions of the 2005-2006 *NAU Undergraduate Catalog* and subsequent catalogs:

- Three (3) units of course-work that meet the criteria for the US Ethnic Diversity requirement
- Three (3) units of course-work that meet the criteria for the Global Diversity requirement.
- These requirements may be fulfilled in any part of the student’s program of study.
- Global diversity requirements are designed to provide an understanding of the perspectives (*e.g.* theoretical; historical; social; political; economic; cultural; religious; geographic or sense of place; environmental; or intellectual traditions and/or ways of knowing) of non-Western peoples.

Additional information may be found on the following web page: <http://home.nau.edu/diversitynau/curriculum.asp>

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Liberal Studies Requirements - The Mission of the Liberal Studies Program is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish this mission Northern Arizona University provides a Liberal Studies Program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world.

The Principles to Guide the Development of Student Learning Outcomes are:

- To understand natural processes and the fragility of the earth's environment.
- To understand the world's peoples and their diversity.
- To understand the traditions and legacies that have created the dynamics and tensions that shape the world.
- To understand the potential for and limitations of technology to enhance human and other life.
- To act upon the individual's responsibilities and connections to local, national, and global communities and environments.
- To practice the habits of an examined or self-reflective life to facilitate ethical and responsible living.

4.9.7 Graduate Education

With 47 master's degree programs, eight doctoral programs, a doctorate in physical therapy, as well as eighteen certificate programs, graduate education at Northern Arizona University is diverse and challenging. Faculty and staff are dedicated to preparing students for excellence in their chosen field. There are almost 6,000 graduate students enrolled at NAU. Of these, more than 4,000 live elsewhere and pursue their degrees in classrooms at our numerous sites statewide via interactive television or web-based technology.

The Graduate College offers graduate certificates which are a focused collection of courses that, when completed, affords the student a record of coherent academic accomplishment in a given discipline or set of related disciplines. The didactic material encompassed within a graduate certificate program may represent a more practice-oriented subset of an existing graduate discipline. The graduate certificate requires fewer credits than a master's degree. The policy and procedures for graduate certificate programs is available at the following web page: <http://home.nau.edu/gradcol/>

4.9.8 Letter Designations on Courses

NAU currently uses seven designations at the end of course numbers to indicate specific kinds of courses. For a list of these and the restrictions which apply, refer to the following web page: jan.ucc.nau.edu/academicadmin/UCCPolicy/LTRDESIG.doc

4.9.9 Schedule of Classes

The fall and spring Schedule of Classes (SoC) serves as the department creators' contact person for special class changes, and builds and maintains the Location, Building, Facility, and Class Notes tables. Schedules are available through the NAU home page: home.nau.edu/ select "Quicklinks" and "LOUIE online".

4.9.10 Undergraduate Certificate Programs

An Undergraduate Certificate may be proposed by an academic department, academic unit or interdisciplinary faculty group, to signify that a student has completed a curriculum that is smaller than a degree program. The certificate program may be free

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standing, or it may be offered in conjunction with a degree program. If offered in conjunction with a degree program, the offering unit must define any overlap permitted between the degree and certificate programs. For additional information, refer to the following web page: jan.ucc.nau.edu/academicadmin/UCCPolicy/CERTIFICATES.doc

4.9.11 Undergraduate Curriculum Components

A plan of study that students complete typically leads to the posting of a degree or a certificate. Examples: extended major, major, minor, certificate.

Major – Planned group of courses within a single discipline or selected from among two or more related disciplines containing 30 to 52 credit hours.

Extended Major – Planned group of courses within a single discipline or selected from among two or more related disciplines containing 53 or more credit hours.

Minor – Planned group of courses within a single discipline or selected from among two or more related disciplines.

Single Discipline Minor	18 to 24 hours
Area Studies Minor	18 hours

Certificate – Planned group of courses within a single discipline or selected from among two or more related disciplines containing a minimum of 15 hours.

jan.ucc.nau.edu/academicadmin/UCCPolicy/Components.doc

4.10 Email Usage Policy

Email is considered an official method for communication at Northern Arizona University for students and employees because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. Students and employees are responsible for the consequences of not reading in a timely fashion University-related communications sent to their official NAU email account. Students and employees are expected to check their NAU official e-mail on a frequent and consistent basis in order to remain informed of University-related communications. The complete policy is available from the following web page: www5.nau.edu/its/policies/

4.11 Emergency Closure

While it is the policy of NAU to remain open, in emergencies caused by severe weather conditions or a natural or an unnatural disaster, the president or designee may close the university to protect the health and safety of the students, faculty, and staff. The president or designee also will determine when the emergency has ended and the university should be reopened. For additional information refer to the Human Resources website at hr.nau.edu/m/content/view/11/1/

To inquire about closures, call 928-523-0007.

4.12 Financial Services/Comptroller

Financial Services/Comptroller oversees several areas at NAU including Financial Accounting Services, Office of the Bursar, Sponsored Projects, Accounts Payable, Travel, Purchasing Services, Postal Services, Financial Controls and Financial Compliance. For information and policies related to these offices, please visit the following web page: www4.nau.edu/comptr/.

4.13 Human Resources

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The office of Human Resources provides a Personnel Policy Manual which summarizes policies for employees of Northern Arizona University. The policies apply to all or specific groups of employees depending on the topic (e.g., Leaves, Benefits, Records, etc. and federally mandated requirements). The policy manual is available from the following web page: hr.nau.edu/m/images/stories/docs/policy_manual.pdf

Alcohol and Drug Policy 5.05

Northern Arizona is committed to providing a healthy educational environment, consistent with university policies and free from unlawful acts. NAU must certify compliance with The Drug-Free Workplace Act (41 USCA 701), The Safe and Drug-Free Schools and Communities Act (20 USCA 7101), and the Drug and Alcohol Abuse Prevention Regulations (34 CFR 86). As such, the university is taking this opportunity to inform all students, faculty and staff of the health risks, university policies, university and legal sanctions, and the prevention/intervention programs associated with alcohol and other drug abuse. The following web page contains additional information: hr.nau.edu/m/content/view/602/471/

Equal Employment Opportunity Policy 1.02

The university is an equal employment opportunity employer. University policy prohibits discrimination on the basis of race, color, sex, religion, age, national origin, disability, Vietnam-era or special disabled veteran status or sexual orientation. The university bases employment decisions solely upon the individual's qualifications for the position being filled. The university recruits, hires, and promotes for all job classifications without regard to race, color, sex, religion, age, national origin, disability, Vietnam-era or special disabled veteran status or sexual orientation, except as affirmative action, legal requirements or carefully analyzed and thoroughly documented bona fide occupational qualifications permit or where an individual's disability would prevent him/her from successfully performing the essential functions of the position to be filled despite reasonable accommodation by the university. Refer to Policy 1.02 of the Personnel Policy Manual hr.nau.edu/m/images/stories/docs/policy_manual.pdf

Affirmative Action

Pursuant to Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act, and their implementing regulations, the university takes affirmative action to employ and advance in employment qualified women, persons of color, individuals with disabilities, and Vietnam-era and special disabled veterans at all levels within the organization. Where there are substantially equally qualified candidates for a position being filled, preference shall be given to candidates whose hire will help correct underutilization as identified in the university's Affirmative Action Plan and then to candidates whose hire promotes diversity through workforce representations of individuals with disabilities and/or covered veterans.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA), signed into law effective July 26, 1992, established a clear, comprehensive federal prohibition of discrimination against persons with disabilities. Sections 503 and 504 of the Rehabilitation Act, which also prohibit discrimination against persons with disabilities, also apply to the university. Pursuant to those laws, the university prohibits discrimination and provides equal access to persons with disabilities in admissions, employment, educational programs and activities, and public programs and activities.

With respect to employment, the university prohibits discrimination against a qualified individual with a disability in regard to hiring, compensation, advancement, training, and other terms or conditions of employment. The university provides reasonable accommodation for the known physical or mental limitations of qualified applicants or

employees with a disability, unless the accommodation would impose an undue hardship on the university. In determining whether and what type of reasonable accommodation may be appropriate, supervisors shall notify the Affirmative Action Office or the Human Resources Department for assistance.

4.14 Institutional Review Board (IRB) for the Protection of Human Subjects

All research that utilizes human subjects -- sponsored and unsponsored, faculty or student initiated -- must receive university approval before it is initiated. If research involves human subjects in any way, an application using the online system, NAIRBe, is required and available on the main IRB web page at: www.research.nau.edu/vpr/IRB/index.htm. The web page also includes several help options and online support to guide users through the NAIRBe system and IRB regulations.

Faculty and student researchers as well as key personnel on research projects also must take a required tutorial provided by the Collaborative Institutional Training Initiative (CITI). Tutorial completion must be current within the past two (2) years. Instructions and relevant links are provided on the main IRB web page noted above.

Most projects require signed informed consent from human participants. The main IRB web page includes informed consent form templates for research involving adults, children, and parental consent. These templates are also available in Spanish.

Once the application and required attachments are received, the Human Protections Coordinator will review and determine if the research is a) exempt from review, b) can be processed through an expedited review, or c) must be reviewed by the full Human Subjects Review Board.

Research that continues beyond the IRB approval period (which is usually one year), must be approved for continuation. Researchers should file an Application for Continuing Review with the IRB office one month prior to IRB approval expiration. If a research project changes in terms of data collection, participants, analysis procedures, or in any other way, researchers should file a Research Amendment Form to have their changes reviewed by the IRB. Both of these forms are available with instructions on the main IRB web page.

Only the Human Subjects Review Board (for a list of members, see <http://www.research.nau.edu/vpr/IRB/irbmembers.htm>) is empowered to reject research that is in violation of ethical standards for human subjects. In reviewing an application, the Human Subjects Review Board may a) approve, b) provide qualified approval, c) defer for clarification or d) deny approval. For further information contact the IRB Office at 928-523-4236.

4.14.1 Misconduct in Research

Federal regulations require that grant and contract recipients have a policy to specify guidelines and procedures for dealing with alleged and suspected misconduct in research. The responsibility to administer this policy resides with the Vice President for Research. A copy of the policy is available from the OGCS. All allegations or suspicions should be reported to the Vice President for Research.

4.15 Intellectual Property

The Arizona Board of Regents encourages faculty, staff, administrators, and other employees (including students) to undertake and receive recognition for their creative endeavors. In general, intellectual property created by faculty, staff and other employees

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(collectively "employee") is the property of the Board as provided for under current federal and state law. Benefits accruing to the Board derived from this intellectual property will be used to further the teaching or academic research programs in areas of intellectual property. NAU may patent, register, market, and license intellectual property using its own resources or through one or more intellectual property management organizations. The net income derived by the university will be shared with the creator of the intellectual property in accordance with this policy, and the remainder will be used in support of research, investigation, or research fellowships, or other activities relevant to the generation of intellectual property at NAU.

Reference ABOR Intellectual Property policy 6-908 on the following web page:
www.abor.asu.edu/1_the_regents/policymanual/index.html

4.16 Mobile Phone Policy

Northern Arizona University has a Mobile Phone Policy which addresses the question of personal use of university mobile phones. This policy aims to better serve the needs of this legitimate communication method for some job positions including faculty, staff and administration. The policy addresses the question of personal use of university mobile phones.

The complete policy is available from the following web page:
www5.nau.edu/its/policies/

4.17 Network Acceptable Use Policy

Access to Northern Arizona University computing and network resources is a privilege which imposes certain responsibilities and obligations and which is granted subject to university policies and codes, and local, state and federal laws. All users of these shared resources must act responsibly and comply with specific policies and guidelines governing their use. The purpose of this policy is to promote the efficient, ethical and lawful use of Northern Arizona University's computer and network resources. The policy is available from the following web page: www5.nau.edu/its/policies/

4.18 Registrar

The Office of the Registrar provides services in the areas of enrollment, grades, transcripts, verifications, graduation, and the maintenance of records. Calendars for enrollment, session dates, grading schedule, schedule of classes and class maintenance are available at this web page: home.nau.edu/registrar/calendars.asp

4.19 Safe Working and Learning Environment

It is the official policy of Northern Arizona University to prohibit discrimination, to inform individuals of their right to be free from such behaviors, and to promote the safety of all individuals at university sites and activities. This policy covers students, staff, faculty, administrators, contractors, vendors, visitors, residents, and guests in accordance with federal and state statutory and decisional law.

This policy is based on Arizona Board of Regents and NAU Policy and state and federal laws including but not limited to: Title VI and Title VII of the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment Act of 1967; Title IX of the Education Amendments Act of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended; the Civil Rights Act of 1991; Executive Order 11246; and the Americans with Disabilities Act of 1990.

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The policy can be accessed from the Human Resources Policy Manual, Policy 5.16 at hr.nau.edu/m/images/stories/docs/policy_manual.pdf

4.20 Security Policy

Northern Arizona University is committed to preserving the availability, confidentiality, and integrity of its information resources while also preserving and nurturing the open, information-sharing requirements of its academic culture. The University must protect its information assets, provide for the integrity of institutional processes and records, and comply with state and federal regulations. The complete policy is available from the following web page: www5.nau.edu/its/policies/

4.21 Student Handbook

The Student Handbook contains policies that relate to rules and regulations regarding student behavior. Some of these policies were developed by the Arizona Board of Regents and others were developed by Northern Arizona University. The handbook is accessible from this web page: www4.nau.edu/stulife/handbook.htm

4.22 Textbooks

When a faculty member prescribes the use of his/her textbook, an arrangement should be made with their direct supervisor whereby the faculty member can derive no personal profit whatever from sales of the book to students as prescribed. A suitable arrangement would preclude any royalty payments, or comparable compensation either by excluding such a sum from the purchase price of the materials or by arranging that such payments would be earmarked to go to some other charitable or educational use, i.e., scholarships. For information on faculty resources available through the NAU Bookstore, refer to the Bookstore section 3.4 of this document.

5. ROLE AND RESPONSIBILITY OF THE FACULTY

This section describes the roles and responsibilities of faculty in the course of their duties at Northern Arizona University. Topics covered in this section include:

- Code of Ethics and Conduct
- Faculty Workload
- Faculty Teaching Summer/Winter Sessions

5.1 CODE OF ETHICS AND CONDUCT

Northern Arizona University is an extended community of students, faculty and staff devoted to learning. Members of our community construct, advance, transmit, and preserve knowledge through study, teaching, artistic expression, research, and scholarship. As a public university, we have an obligation to serve the public interest as well. All who join this community gain important rights and accept equally important responsibilities. We believe in the principles of free expression, free inquiry, reasoned discourse, intellectual honesty, and respect for the rights and dignity of others. We respect the autonomy of each person's conscience in matters of conviction and personal beliefs, and we affirm the importance of high standards of academic and professional integrity. The development of the Code of Ethics and Conduct has been guided by these basic principles and influenced by other works including the Statement of Professional Ethics of the American Association of University Professors (1987) and the Policy and Procedure Manuals of the Arizona State University and the University of Arizona.

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1. “Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.” (AAUP, 1987). At Northern Arizona University, faculty are expected to:
 - Adhere to and practice the highest standards of intellectual honesty and scholarly competence;
 - Comply with standards of ethical practice established within their fields of expertise and within the academic community in general; and
 - Participate in scholarship and other activities to expand their understanding and scholarly competence within their areas of expertise.

Some examples of unacceptable conduct include:

- Intentional or negligent misappropriation of the writings, research, or ideas of others through plagiarism of existing works or failure to give due credit to colleagues, students, and others involved in collaborative work; and
 - Failure to comply with Conflict of Interest policy when participating in the evaluation of research, scholarship or other creative activities, and its funding.
2. “As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.” (AAUP, 1987) At Northern Arizona University faculty are expected to:
 - promote and protect the academic freedom of students;
 - encourage students to participate in the free exchange of ideas;
 - serve as models of the ethical standards of their disciplines and the academy in general;
 - make reasonable efforts to establish and maintain the standards of academic honesty in their classrooms;
 - treat students with respect;
 - plan assessments that provide useful and timely feedback to the students with regard to their progress within the context of course content;
 - evaluate student performance in a fair and objective manner;
 - promote trust and respect in relationships between students and faculty and avoid any form of exploitation of students;
 - require a level of academic performance compatible with producing graduates that meet the expectations of their profession and the community;
 - respect the privacy of students and maintain the confidentiality of student grades and other personal records consistent with FERPA requirements;
 - adhere to university policy with respect to meeting class, holding office hours, and holding examinations as scheduled.

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Some examples of unacceptable conduct include:

- denying a student access to regularly scheduled instruction in conflict of university policies;
 - exhibiting a pattern of undue delay in evaluation of student work;
 - discriminating against a student on the basis of race, religion, sex, sexual orientation, ethnic origin, disability, political beliefs, age, or for other arbitrary or personal reasons;
 - sexual harassment (see SWALE); and
 - use of self-authored textbooks where this use has not been authorized by the appropriate administrators.
3. “As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.” (AAUP, 1987). At Northern Arizona University, faculty are expected to:
- respect and defend the rights of their colleagues to express their professional opinions;
 - provide objective and useful critiques of the professional opinions of their colleagues;
 - avoid letting professional disagreement with a colleague affect the objectivity of an administrative decision affecting that colleague;
 - participate in committees so as to promote the overall vitality of the academic community;
 - treat colleagues with respect and ensure that the free exchange of ideas in discussion and debate is conducted in a manner consistent with maintaining that respect.

Some examples of unacceptable conduct include:

- evaluating colleagues by criteria not reflective of their professional performance;
 - discriminating against faculty on the basis of race, religion, sex, sexual orientation, ethnic origin, disability, political beliefs, age, or for other arbitrary or personal reasons;
 - violation of confidentiality rules governing personnel procedures and decisions;
 - interfering with the academic freedom of faculty members;
 - soliciting or encouraging personal criticism of others;
 - using the creative achievements of colleagues without obtaining their permission and giving appropriate credit.
4. “As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.” (AAUP, 1987). At Northern Arizona University, faculty are expected to:

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- follow the rules and regulation established by ABOR, and the university administration and, where such policies or regulations violate one's ethical standards, seek changes to them through appropriate methods;
- make reasonable efforts to ensure that their personal and professional decisions do not compromise the reputation and mission of the university, their college or department;
- obey the terms of disciplinary sanctions imposed for violations of the code of conduct;
- ensure that any work conducted outside the university does not interfere with or diminish the ability to fulfill one's responsibilities within the university.

Some examples of unacceptable conduct include:

- disobeying university rules and regulations or encouraging others to disobey university rules and regulations;
 - intentionally disrupting a university-sponsored or university authorized function, activity, or event;
 - unauthorized use of university resources, personnel, or facilities including computing systems and e-mail;
 - using the position as a faculty member to provide support for personal or political positions;
 - sexual harassment toward any member of the university community as explained in SWALE.
5. "As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom." (AAUP, 1987). At Northern Arizona University, faculty are expected to:
- comply with the lawful directions of officials charged with the maintenance of public safety;
 - act as responsible, engaged members of the community, with a special awareness of the responsibilities of citizens in a free society;
 - draw a clear distinction between expressing personal opinions and serving as a representative of the university and, when expressing a personal opinion, make it clear that the opinions expressed are one's own and not those of the university.

Some examples of unacceptable conduct include:

- violation of local, state, and federal laws regarding the safe handling, storage, and use of dangerous substances, machinery or weapons; the use of controlled substances (i.e. drugs); and the appropriate use of public or private property;
- committing a criminal act or other breach of professional conduct that demonstrates lack of fitness to continue as a member of the faculty;
- intentionally misrepresenting personal opinions as official positions of the university or any of its units or agencies;
- use of the university's name or official logos or emblems to create the impression of university sanction for a personal and/or private activity.

5.2 FACULTY WORKLOAD

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Tenured and tenure-eligible faculty have a diversified workload expectation that is spread across teaching and other student-related responsibilities, including advising; scholarship/research or creative activity, including both funded and unfunded activity; and university and professional service. Some faculty members also have administrative assignments. Workload units are generally based on the concept that fifteen (15) units represent a full time faculty commitment within a semester with the expectation that a unit represents on average about three (3) hours of work per week. Assignments that exceed this fifteen unit expectation would typically be considered an overload assignment (see Section 5.2.2, Overload Assignments). In assigning faculty duties, the colleges and departments recognize that laboratory and clinical development and supervision, direction of student research and independent study, administrative assignments, and research/creative activity in the interest of the university, are legitimate partial equivalents of credit-hour workload and legitimate demands upon a faculty member's time.

Faculty in non-tenure-eligible teaching/clinical positions typically have a workload devoted to teaching and other student-related activities, with less frequent assignments in other categories. Faculty in non-tenure-eligible research positions may have a workload devoted to research with less frequent assignments in teaching and other student-related activities.

5.2.1 Unit Level Workload Policies

Every academic unit must have a workload policy that is developed by the faculty and unit administration, and approved by the faculty of the unit, chair/director, dean and provost. In addition each workload policy must include an appeal process in the event that there are disputes over the assignment of individual faculty workloads.

The workload policy should describe how assignments of teaching/student-related activities, scholarly/creative activities, and service activities are developed, and how load credit is determined for any specific assignment. In the interest of fairness and consistency of application, each unit workload policy shall attempt to recognize the variety of tasks needed within the unit, as well as how best to match faculty strengths and interests to these tasks in order to meet the overall needs of the academic unit.

In addition, the workload policy shall be consistent with the workload principles outlined in this document (see 5.2.3 – 5.2.5 below) for consideration of allocation of effort regarding teaching/student-related activities, scholarly/creative activities, and service activities.

The annual performance of a faculty member is measured within the context of the Statement of Expectation; therefore annual assignments must consider approved unit and University criteria for annual review as well as tenure and/or promotion. Workload assignments are described for each faculty member annually in a Statement of Expectation that is negotiated between the faculty member and the chair or academic unit leader before the end of the academic year, to be effective for the next academic year.

5.2.2 Overload Assignments

The salary received by full-time faculty is considered to be full compensation for university-related activity during the appointment period. However, there may be occasions when a faculty member is asked to take on an activity, typically teaching an additional course, which is beyond the scope of the assignment and responsibilities agreed to in the annual Statement of Expectation. In such a situation, it may be appropriate to authorize an overload assignment for Supplemental Compensation. Authorization of an overload assignment for Supplemental Compensation must be approved in writing by the administrators designated on the approval form in advance of

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the activity. The *Supplemental Compensation* forms for faculty are available from the Human Resources Forms web page at this address: hr.nau.edu/m/content/view/307/325/#S):

- Supplemental Compensation Pre-approval (step 1) for FACULTY
- Supplemental Compensation Payment (step 2) for FACULTY

A faculty member may not be required to take on an overload assignment, whether for supplemental pay or any other form of compensation (e.g., reassigned time in another semester). The overload assignment must not in any manner compromise or adversely affect the performance within the responsibilities outlined in the Statement of Expectation, or the development of a record appropriate for tenure and/or promotion.

Typically, faculty members are limited to one overload course assignment per semester. Occasionally a faculty member may be requested to take on an overload assignment other than teaching, and such assignments have the same limitations. It is generally inappropriate for a faculty member teaching two courses or fewer in a semester to receive Supplemental Compensation for additional teaching. Exceptions to these limitations require workload documentation and appropriate administrative signatures. Additionally, faculty who receive any portion of total compensation from federal funds or sponsored projects must have approval from the sponsor as well as appropriate NAU administrators.

5.2.3 Teaching and Student-Related Activity

Teaching is at the core of the mission of the University; whether in the context of undergraduate education, mentoring graduate students, training students in the professional schools, or any of the other myriad ways faculty interact with students, inside and outside the classroom. The University places great emphasis on the teaching role of faculty and strives to provide resources to encourage and facilitate interactions between students and faculty members. Consequently, students should expect a rich and diverse learning environment. In all of their dealings with students, it is expected that faculty members will be fair and equitable, will support students in their own development within the University community, and will adhere to the highest standards of professional conduct.

The following paragraphs define teaching and other student-related activities and suggest typical workload levels for these activities. Because colleges, departments, and units vary widely in their missions and goals, no single definition will apply to all. Hence these paragraphs serve as a guideline to be used in developing departmental and college level expectations for teaching and student-related activities.

5.2.3.1 *Definition of Teaching and Student Related Activities*

It is the expectation of all faculty members at NAU that they teach in an effective manner. Effective teaching requires that faculty members are aware of current trends and research in their discipline.

Teaching activities include curriculum development and planning, and modifying programs and courses in order to meet the needs of contemporary students and to reflect current knowledge, research, and trends in the discipline, as well as awareness of gender and diversity issues. Faculty members are expected to establish challenging goals and provide students with appropriate learning experiences. In doing so, faculty members are expected to be receptive to new ideas and new methods, and to listen and to give serious consideration to proposals that students and colleagues make for changes.

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Faculty members are expected to be knowledgeable in course organization and to assess learning in a fair and responsible manner. Faculty members collectively are responsible for assisting in the development of students' essential academic skills including:

- critical thinking
- effective writing
- effective oral communication
- quantitative reasoning
- scientific reasoning

A faculty member's success in fulfilling these responsibilities is one measure of the University's success in meeting its educational mission.

Academic advising is another important student-related activity. Advising activities include guiding progress toward graduation and post graduation planning. Advice and direction should emanate from within the professional purview of the advisor and academic unit and conform to university policies. Faculty members are expected to be familiar with current academic policies and requirements, special student needs and the resources available to address them, and faculty members' responsibilities pertaining to these issues. Faculty members are not expected to make judgments or offer conclusions about medical, psychological, or social problems being experienced by students, rather, should refer the student to the appropriate service.

Faculty members are expected to post and maintain specific office hours that afford students opportunities to acquire assistance and counsel. Advising should also include maintaining advisor notes in student records.

In addition to classroom teaching and academic advising, there are other forms of student-related activities that might be a part of a faculty member's workload (e.g., student mentoring, student research supervision, recitation sections).

5.2.3.2 *Guidelines for Workload Policies for Teaching and Student-Related Activities*

The proportion of individual faculty time devoted to instruction must be flexible in order to meet university needs and effectively utilize faculty skills. Tenured and tenure-eligible faculty members will normally be assigned to 50 to 70% of their workload for teaching and student-related activities. Non-tenure eligible faculty members will normally have 80 - 100% of their workload assigned to teaching and student-related activities if they are in teaching or clinical positions. Academic advising is normally considered a teaching/student-related activity.

In order to provide some consistency in the equitable application of workload policies throughout the University while recognizing the wide variation in the types of teaching and student-related activities that occur in different academic units, it is suggested, for example, that each unit might use such guidelines as "teaching a three-hour course typically equates to about 20% of one's semester workload (or 10% on the AY workload), taking into consideration the class contact time, preparation, meeting with students, evaluation of student performance, and the like."

However, variations in the circumstances of instruction that affect the amount of time and effort required to effectively teach a course should be considered when determining workload. Examples of these circumstances may include but are not limited to:

- number of students
- multiple sections
- extent of travel required for teaching or supervision

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- number of teaching assistants or clinical instructors to orient and coordinate
- supervision of student teacher and other student fieldwork
- developing and coordinating clinical and field work site
- teaching with technology
- co-convened course (graduate and undergraduate)
- Honors Program course
- individualized instruction
- capstone course
- supervise thesis or masters project and/or dissertation
- writing intensive course without a reader grader
- studio classes
- courses in emerging areas of knowledge and practice
- course delivery mode
- development, design and teaching a new course
- major course revision, including redesign for the web
- standards for accreditation that may govern teaching/student-related activities

Any adjustments to teaching load based upon these responsibilities should be proportional to the work load required to complete them and must be documented in the faculty member's Statement of Expectation.

5.2.4. Scholarly/Creative Activity

Scholarly and/or creative activities comprise an important part of tenured and tenure-eligible faculty workloads and serve as vital contributions to the mission of Northern Arizona University. Scholarly and/or creative activities enhance teaching, advance knowledge, contribute to public service, enrich educational and research opportunities, and provide a training forum for undergraduate and graduate students alike. Faculty members are promoted and tenured because they have distinguished themselves as both teachers and scholars and show evidence that they will continue to contribute at high levels to scholarship, research, teaching, and service. NAU's exemplary teacher-scholar model implicitly recognizes the synergy and mutuality of these combined intellectual endeavors.

The following paragraphs define scholarly and/or creative activities and suggest typical workload allocations for these activities. Because colleges, departments, and units vary widely in their goals and missions, no single definition or workload allocation will apply campus wide. Hence, these paragraphs serve only as guidelines to be used in developing departmental and college-level expectations for scholarship. The guidelines are aimed at 1) facilitating tenure/promotion success among tenure-track faculty and 2) encouraging sustained scholarly activities among tenured and other faculty.

5.2.4.1 *Definition of Scholarly/Creative Activities*

Scholarly and/or creative activities are activities that lead to tangible, original works, performances, or other contributions. In turn, these works expand the knowledge base of their respective disciplines, extend the discipline into new fields of application, and/or improve teaching in their discipline by the dissemination of pedagogic scholarship.

Results of scholarly and creative endeavors must be made available to students, colleagues, and the general public. The forms of dissemination are many, varied, and changing and include print and web-based journal articles, monographs, books, edited volumes, chapters in books, poster presentations, presentations at professional meetings, presentations at regional or local meetings, development of new curricula, publication of instructional improvements or new methodologies, review, performance, and professional exhibitions. Scholarly recognition may come from invited presentations, awards in juried

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exhibitions, submission and funding of competitive grants, fellowships, invited participation on national panels, election to executive boards of professional organizations, invitations to join editorial boards of scholarly journals, and awards from professional organizations.

5.2.4.2

Guidelines for Workload Policies for Scholarly/Creative Activities

Faculty members with research, creative, and/or scholarship expectations should, whenever possible, have three hours of credit hour workload a semester devoted to such endeavors. Normally the workload for full-time, tenured or tenure-eligible faculty will not fall below 20% of their workload allocation effort on research and/or creative activity.

Faculty members who are active and productive in their fields are normally assigned between 20 to 50% allocation of effort for scholarly and/or creative activities. The unit may permit formal “buy-out” or additional assignment of effort to scholarly/creative activity in exchange for AY salary from a grant or contract on a limited basis, with the exception of sabbaticals (See COFS 1.7.1). Allocation of scholarly effort at 100% should only occur in the case of sabbaticals, but can also be negotiated with the chair or unit director, FSC, and dean as determined by specific departmental needs and missions.

The following factors may be considered when deciding on appropriate workload allocations for scholarly and/or creative activities:

- Statement of Expectation of the faculty member, including requirements for promotion and/or tenure
- Participation in externally funded and/or non-funded activities
- Participation in graduate (MA, MS, PhD) versus undergraduate programs
- Participation in administrative responsibilities
- Prior productivity (e.g., to promote sustained high levels of productivity)

5.2.5

Service Activity

Service activities, together with teaching/student-related activities and scholarship/creative activities, comprise the three core responsibilities of a public university. To this end, the University promotes and supports active contributions to service by its faculty. Service contributions take place both within the University (at departmental, College, and University levels) and outside of the University (at professional and community levels). Service to community groups and to local, state, national, and international governmental groups not only provides these organizations with faculty expertise but also helps to fulfill the University's mission of service to the State of Arizona and beyond. These various service activities are consistent with expectation defined by ABOR Policy 7.2.5c.

Faculty service on unit and University committees and participation in administrative tasks are essential to the effective functioning of the University, as is the mentoring of junior faculty colleagues. Thus, the scope of Northern Arizona University's activities makes it appropriate for members of the faculty to engage in many activities in addition to their responsibilities to teaching/student-related and scholarly/creative activities.

5.2.5.1

Definition of Service Activities

Service activities typically include participation in unit and University committee work and other administrative tasks. In addition, faculty may perform service activities for schools, industry, local, state, and national agencies, and for the public at large. Leadership of professional organizations and participation in other professional activities such as reviewing works submitted to professional journals or conferences or serving on

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professional editorial boards are also important to the mission of the University, as well as to the advancement of one's profession or discipline.

The University recognizes the importance of faculty service activities that promote and support cultural diversity within the University. Faculty members are also expected to participate in the life of the University by attending various activities on campus or in the community, and University-wide functions such as commencement, school/College convocations, and department/College/University colloquia. Many faculty are also directly involved in activities that promote the recruitment and retention of students.

5.2.5.2

Guidelines for Workload Policies for Service Activities

Consistent with meeting the various needs of the University, service obligations typically range from 10-20% of the annual faculty workload overall. The specific distribution and evaluation of these efforts is left to the discretion of each academic unit as described in its statement of criteria and standards for retention, promotion, and/or tenure and the unit workload policy. Faculty members are expected to provide appropriate documentation of their service activities, including level of involvement and accomplishments, in their portfolio for the annual review of their performance.

5.3

Faculty Teaching Summer and/or Winter Sessions

Northern Arizona University offers both summer and winter programs designed to meet the educational needs of the full-time student body and part-time students. Traditional and on-line courses as well as workshops of a special nature are offered in several calendar formats. Faculty members are not guaranteed assignments for summer and/or winter sessions.

5.3.1

Faculty Summer Teaching Loads

Summer session at Northern Arizona University receives no state funds. Faculty contracts normally cover the academic year. Hence, academic-year faculty who choose to teach in the summer receive additional remuneration for such work. In all cases, a faculty member's summer teaching load should not be so large that the academic integrity of the classes being taught is compromised. To that end, the following Summer Teaching Load Policy has been developed.

Faculty may teach a maximum of 15 units during the summer session. To teach this maximum load, the teaching load must not exceed the following: 1) three units in the three-week session; 2) six units in the first five-week session, and 3) six units in the second five week session.

Faculty may teach a maximum of 12 units in either the ten-week or the twelve-week or a combination of these two sessions.

Exceptions to the above policy require the approval of the Provost.

NOTE: For all faculty salary levels a summer teaching load of 15 units exceeds the maximum amount of pay faculty may earn for teaching in summer school. Pay for faculty teaching during summer session cannot exceed the maximum amount allowable by state and university policy. The maximum amount of earnings a faculty member may earn during summer is calculated by dividing the academic year salary by 190 days and then multiplying that number by 70. There are typically 190 work days in an academic year and 70 work days during summer. There are 260 total work days in a calendar year (52 weeks x 5days).

The following table 5.1 indicates the excess earnings at varying salary levels for faculty who teach 15 hours during the summer.

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Table 5.1

SUMMER MAXIMUM EARNINGS ANALYSIS			
<u>Academic Year</u> <u>Salary</u>	<u>Earnings at 15</u> <u>Teaching Units</u>	<u>Maximum Earnings</u> <u>Allowed</u>	<u>Excess</u> <u>Earnings</u>
\$26,100	\$ 9,905	\$ 9,616	\$ 289
30,000	11,053	11,385	332
35,000	12,895	13,280	385
40,000	15,180	14,737	443
45,000	17,080	16,579	501
50,000	18,980	18,421	559
55,000	20,875	20,263	612
60,000	22,785	22,105	670
65,000	24,670	23,947	723
70,000	26,570	25,789	781
75,000	28,465	27,632	833
80,000	30,365	29,474	891
85,000	32,260	31,316	944
90,000	34,160	33,158	1,002
95,000	36,055	35,000	1,055
100,000	37,950	36,842	1,108
105,000	39,850	38,684	1,166
110,000	41,745	40,526	1,219